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ABSTRACT

This sourcebook contains an organized series of lesson plans for remediating pragmatic problems in adolescents and students of English as a second language (ESL). Introductory material describes the concept and development of pragmatics (the ability to use language as a tool), provides an observation checklist for clinicians to use in identifying specific types of pragmatic errors, and describes the nature and application of pragmatic therapy. Lesson plans are organized according to six areas of pragmatics: topicalization, conversation, use of register, use of syntactic forms to convey pragmatic information, effective language, and nonverbal communication. Plans for each area are prefaced by a definition and discussion, guidelines for therapy, behavioral characteristics, and a goal model showing how the stated goals of a lesson are embedded in the lesson activities. Each of the 6 areas contains 15 lesson plans, 5 at the junior high level, 5 at the senior high level, and 5 for ESL students. (JW)

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A Sourcebook of Adolescent Pragmatic Activities

By
Barbara Derickson Weinrich, M.A.
Ann Johnson Glaser, M.S.
Elizabeth Booth Johnston, Ed.D.
Illustrations by John Furman

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Also by the authors and available from Communication Skill Builders:

A Sourcebook of Pragmatic Activities: Theory and Intervention for Language Therapy (PK-6) (1984)

Preface

A Sourcebook of Adolescent Pragmatic Activities contains an organized series of lesson plans for remediating pragmatic problems. Although not intended as a textbook, it does provide a basic introduction to various areas of pragmatics. Speech-language clinicians and other instructors can relate these sections to the pragmatics information they already possess. The book is designed as a companion to *A Sourcebook of Pragmatic Activities (PK-6)* with the focus on older students.

During junior and senior high school years, language-impaired adolescents must learn the social/linguistic rules and roles that will control their success in school and govern their adult communications. The lesson plans in this book are a blend of familiar and new, providing students with a schematic introduction to communication roles and helping them learn to choose and employ effective strategies.

It has been necessary to repeat some portions of the text that appeared in the PK-6 volume. However, this volume presents that information as it relates to older children and adolescents.

While lesson plans in this book may make use of some activities from the PK-6 volume, there are no actual duplications. Most of the lesson plans have been generated by the authors. Some are modifications and extensions of therapy practices and ideas in widespread use in the field. Since adaptation and modification of all plans are encouraged to suit individual students, far greater diversity and variety of lesson plans are possible.

Clinicians who have field-tested these lesson plans have affirmed that they were able to use the goals as viable parts of IEPs.

We would like to acknowledge the contributions and encouragement of numerous speech-language pathologists and teachers who have enthusiastically "tried out" ideas and made suggestions. We would also like to acknowledge the fresh and creative contributions of our students as they begin to gain therapy experiences.

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What Is Pragmatics in Adolescents?

While the focus of this book is remediation of pragmatic problems in adolescents, it is necessary to trace the development of pragmatic abilities from their beginnings. This will enable clinicians to identify the point where development either failed or went astray. The following developmental sequence can be used as a measure for evaluating children's successes or failures in pragmatics.

Emerging communication abilities lie at the base of children's initial success in learning to deal with their world. Communication enables each individual to relate to the school experience and to each other, and communication continues to be essential to success throughout the school years. Literacy competencies in school have their roots in the oral language children bring to school. Functional communication of older school children must interrelate with cognition if it is to continue to grow. In fact, if children don't completely understand the structure of spoken language, they will have numerous problems learning how to use the language of the school and the format of learning to read, write, and spell.

If children have had normal language development, the transition to junior and senior high school language is usually smooth and complete. However, there is evidence that children with language and learning difficulties don't grow out of their semantic and syntactic problems or their delayed acquisition of vocabulary (Donahue, Pearl, and Bryon 1982; Hall and Tomblin 1978; Wiig and Semel 1976; Donahue and Bryon 1984). Children with language-learning problems are identified as different from their normally developing peers in all the pragmatic universals. They may have problems adapting to the communication context and conveying and receiving information as well as initiating, maintaining, and terminating conversation (Donahue, Pearl, and Bryon 1983).

Communication Development

Language is intimately related to cognition. Without this relationship, essentially nothing of importance could be communicated. Communication is facilitated by cognition and is necessary to express it. Failure to take this symbiotic relationship into account can predispose therapy projects to failure.

Language related to cognition is composed of a number of universals, specifically: pragmatics, semantics, syntax, and phonology.

Pragmatics: The ability to use language as a tool, to make it do what we want it to do in an appropriate manner, is related to all aspects of successful completion of high school and for success in adult life. Pragmatics is composed of performatives, presuppositions, and conversational postulates. Performatives are the decisions made to produce specific types of sentences, resulting in sentence modalities. Presuppositions are assumptions the speaker makes about the listener's knowledge or interest and are used to modify what the speaker actually says. Conversational postulates are the stylized presuppositions used by the culture as politeness conventions.

Semantics: This area of language relates to the meaning of words and gestures, the relationships between them, and the meaning of the specific utterances.

Syntax: The structure or grammar of spoken and written language is internalized in young children and becomes a base upon which they can structure their later learning of language forms.

Phonology: The description of an organized system of sounds, the rules that operate the sounds, and the prosody of the spoken message begin to develop early in infancy and continue to be refined until the child can produce the entire inventory of sounds within the language.

According to Bloom and Lahey (1978), language that "works" can be represented as existing at the intersection of three overlapping realms: language form (syntax), language content (semantics), and language use (pragmatics). This overlapping relationship must exist if language is to develop normally.

Pragmatics, the extralinguistic ability to use language as a tool, to make it do what one wants it to do (Bates 1976; Kretschmer and Kretschmer 1978; Gallagher and Prutting 1983), begins to develop early in children. Success in this area is essential if individuals are to interact appropriately with the important persons and events of their lives. As pragmatic abilities grow, they gradually focus on specific areas. Children need to develop skills in six areas if pragmatics is to "work" (Searle 1965; Bloom and Lahey 1978; Johnson, Johnston, and Weinrich 1984; Bates 1976) and language is to become a functional tool. Children need to develop abilities to use nonverbal communication effectively, to topicalize appropriately, to use conversational rules meaningfully, to use appropriate register, to use syntactic forms to carry pragmatic information, and to make language do what they want it to do (Johnston and Johnston 1984; Johnston, Weinrich, and Johnson 1984).

In addition, communications in all these areas must satisfy the basic postulates that language will be appropriate and relevant to the persons and the context, will be sufficiently polite, will give sufficient information, and will have sufficient truth value for the listeners (Searle 1965; Grice 1975).

Importance of Pragmatics

The importance of the meta level of content areas must always be considered in planning pragmatic intervention. Metapragmatics (Wren 1983; Bloom and Lahey 1978), along with metalinguistics and metacognition, pertains to the level of sophistication at which the individual can talk and think about the subject from outside its limits. For example, when William, age 3, uses language to accomplish something he wants, he is using pragmatics. When he reaches 5 or 6 years and can talk about how to use language to accomplish something he wants, he will be using metapragmatics. When he says, "I want an ice-cream cone, please," he is using pragmatics. Later when he says, "If I ask my mommy nicely, she'll give me an ice-cream cone," he will be using metapragmatics.

Metapragmatic ability, or the ability to talk about pragmatics in an abstract manner (Bates 1976), becomes a necessary component in the correction of pragmatic errors. If children lack the ability to deal with metalinguistics and metapragmatics, therapy can operate on a practice level only and cannot be focused on the essence of the intervention.

With the ability to use metapragmatics, metalinguistics, and metacognition, children can become effective communicators. Without these abilities, they risk failed communication at every level. Since pragmatic failure often lies near the foundation of several more severe and obvious overlaid problems, it becomes increasingly difficult to differentiate between the two. Lack of pragmatic ability can contribute to developmental failures in other communication areas because it distorts individual gains from social interactions and does not provide appropriate feedback. It can cause children to become social misfits and to perceive themselves and be perceived by others as incapable of desired social interactions. This self-fulfilling negative image perpetuates pragmatic inadequacy. Appropriate learning cannot be placed upon such an inadequate background.

By the time they enter school, children who have not developed the required pragmatics will be unable to adapt, to learn the routines, and to focus on learning. They may be unable to succeed in school and, as they reach maturity, remain unable to succeed in life's

communicative contexts. Whether they are unable to act according to teachers' expectations because of complexities of what the teachers are saying or because of how they are saying it, the failures impair students' ability to benefit from the school process (Flood and Salus 1982). Whether improved metalinguistic abilities result in better use of school language or better use of school language results in more purposeful pragmatics is unknown. We do know the two areas (metalinguistics and language)—even though they are identified and tested separately—are interdependent in the school context. Both must be worked with in therapy (Flood and Salus 1982).

Early Development of Pragmatics

Pragmatics develops from earliest infant interactions to a final level of mastery that facilitates the communicative life of the adult. For some, this level of attainment is simply adequate. For others, its richness contributes to the communicative excellence of the outstanding achiever. Pragmatic development is hierarchical in nature, each new level of ability being based on all preceding achievements.

Early pragmatic development appears to occur as a result of direct environmental feedback.

> For example, Sara demands, "Me eat now!"
>
> Mother responds, "Don't interrupt me when I'm on the phone."
>
> Sara says, "Me eat now, please!"
> The words have improved but the tone is still imperious.
>
> Mother says, "Ask politely."
>
> Sara now changes her tone of voice to one that has been more productive in the past and asks, "Can me eat cookie now, please?"

The result of this improved communicative effort is the desired cookie. The child abstracts social rules from this feedback and learns how to comply with the politeness expectations necessary to get things done (Johnston, Weinrich, and Johnson 1984; Johnson, Johnston, and Weinrich 1984). Young children continue to develop in pragmatic areas until they reach adequacy. In the sections of this book devoted to specific areas, notions of developmental sequence will be identified and regularities of therapy recommended.

Pragmatic Development in the Intermediate Years

Pragmatics develops rapidly during intermediate years and is facilitated by the school experience and the practice obtained in dealing with subject materials and other students. It serves as an important organizer for learning cultural, social, and cognitive messages of the school. Pragmatic problems encountered during intermediate years may reflect delayed development, deviant development, or cessation of progress due to overriding problems. Regardless of the reason, these errors often cause significant problems with school. Such problems are difficult to identify because the signs they produce often seem unrelated to pragmatics or even to language, and because they are often seen as major in their own right. For example, Johnny, who is unable to use appropriate register, may speak to teachers in an unpleasant manner and be perceived as rude. He announces to the teacher, "I'll finish that when I get good and ready." Johnny neither understands the resulting punishment nor feels it is justified. He responds with more rudeness. As the circle of misinterpretations is completed, inappropriate behavior and harsh teacher reactions are escalated. The ultimate results and problems encountered by the teacher, the family, and the student will surpass the initial cause, which has never been corrected. The reported facts may detail the rudeness, the punishment, and the actions taken, but they are unlikely to acknowledge the initial pragmatic failure at the base of it all. In fact, the student who has such pervasive pragmatic problems certainly doesn't have the ability to identify or explain them and does not really understand how things "go so wrong."

Identifying Pragmatic Problems

Individuals at risk for pragmatic problems may be found in all segments of the population but seem to be clustered at both ends of the academic continuum. Individuals at the lower end of the continuum (mentally retarded, developmentally delayed, etc.) show a very high percentage of pragmatic problems, as do those with specific causative problems (emotional disturbances, hearing impairments, learning disabilities, etc.) (Kretschmer and Kretschmer 1978; Bloom and Lahey 1978; Bates and Johnston 1979). At the upper end of the educational continuum, gifted students are reported to exhibit more pragmatic problems than their average peers.

While these populations evidence pragmatic problems, very few commercially available pragmatics tests can be identified. *Evaluating Communicative Competence: A Functional Pragmatic Procedure* (Simon 1984) offers an observational checklist of pragmatic behaviors that can be effectively used to indicate the presence of significant problems. Therapy recommendations can be abstracted from this material. Ellen Lucas (1980), in *Semantic and Pragmatic Language Disorders: Assessment and Remediation,* presents variations on testing and observation formats that identify pragmatic problems and provide suggestions for therapy. *Test of Pragmatic Skills* (Shulman 1985) consists of four guided-play interactions for testing functional communication abilities in children three to eight years old. Some of the pragmatic observations in the PK-6 volume of *A Sourcebook of Pragmatic Activities* (Johnston, Weinrich, and Johnson 1984) have been modified for older students and are included in this volume. These and other less formalized pragmatic observations furnish an estimate of client weaknesses and strengths with the assumption that intervention would be organized and provided. Clinicians are urged to seek one of the pragmatic tests currently available or to use the following pragmatic checklist or a checklist in other materials to identify specific areas of pragmatic errors.

Pragmatic Observations

Topicalization

Does the student

1. establish a topic and make appropriate comments?
2. stay on the topic for an appropriate number of utterances?
3. signal a change of topic?
4. understand the constraints placed on topic change?
5. terminate a topic appropriately?
6. apply sophisticated categorization skills to the subtleties of topicalization?
7. interact with others in choosing a topic?

Conversation

Does the student

8. initiate and terminate a conversation?
9. volunteer to talk at appropriate times?
10. listen to the speaker?
11. take a turn at an appropriate time in the conversation?
12. ask and answer questions?
13. respond when called upon?
14. use discourse connectors?
15. acknowledge other participants in the interaction?
16. open and close a telephone conversation?

Register

Does the student

17. use language appropriate to the context?
18. use language appropriate to people in the context (social status, age, sex, etc.)?
19. use intonation and stress appropriately?

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Syntactic Forms

Does the student

20. use all modalities (declarative, imperative, negative, and interrogative)?
21. use grammar appropriate to the context?
22. order old and new information appropriately?
23. delete redundant information?
24. use coordination and embedding to delete redundant structures?
25. use referents appropriately in conversation?
26. use appropriate discourse connectors?
27. use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions?
28. understand how and where syntactic streamlining strategies can be used?

Effective Language

Does the student

29. give sufficient information?
30. give and take directions?
31. make predictions and suppositions?
32. give cause and effect information?
33. use language to make choices?
34. give descriptions and explain problems?
35. express desires, needs, feelings, or ideas?
36. provide sufficient politeness and greet people?
37. provide sufficient truth value?
38. ask for information?
39. ask for and offer help?
40. tell a story?
41. give names or labels to people or things?
42. use language to pretend?

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43. suggest a course of action?
44. disagree verbally?
45. use language for humor and to console?
46. use metalinguistics (talk about talking)?
47. use the school register?
48. use pragmatics in reading?
49. use figurative language?
50. understand and use idioms appropriately?
51. use language to persuade?

Nonverbal Communication

Does the student

52. use appropriate eye contact?
53. understand nonverbal messages?
54. understand the parameters of personal space?
55. sequence gestural communications to conform to the context?
56. use verbal language and nonverbal communication to present compatible messages?
57. use appropriate prosody (suprasegmentals)

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Pragmatic Therapy

Regardless of the method used to identify pragmatic targets, the lesson plans in this book can be used to remediate them. Locate the section that targets the behavior for intervention and select specific plans. All activities can be modified or adapted to meet a variety of needs. Existing plans can be used as models for making up additional lessons as needed.

According to Wiig and Semel, therapy for young children focuses on repetition and reinforcement. It does not focus on teaching the variety of abstracting, generalizing, and categorizing strategies that should form a basic foundation for the adolescent. The shift to this structured teaching of strategies should occur between 8 and 10 years of age. Therapy for adolescents is most effective when it focuses on teaching them the structure of language, describes pragmatic roles expected of them, and explains how to operate their communication systems (Wiig and Semel 1980; Wiig 1984).

For any of the formats presented, the essential elements are as follows:

1. Teach the organizational structure and schema that will make the therapy context meaningful.
2. Teach useful strategies for manipulating language.
3. Elicit the desired communication.
4. Give practice in needed areas, using dialogue scripts as models.
5. Give immediate and meaningful feedback.

As students produce the desired pragmatic responses and receive suitable feedback, their ability to interact appropriately in a variety of contexts is expanded and stabilized.

When pragmatic problems are related to specific conditions such as deafness, learning disabilities, neurological disorders, emotional problems, or mental illness, it is important to consider elements related to these conditions in choosing pragmatic targets. The remediation needs to incorporate elements that are appropriate for each aspect.

When pragmatic problems exist in gifted children, targets must be expanded to present a broad spectrum of challenging information. Therapy should give the desired pragmatic practice while providing enrichment in a variety of social and content areas.

The Lesson Plans

This book provides lesson plans at the junior high level (seventh and eighth grades), senior high level (ninth, tenth, eleventh, and twelfth grades), and for students of English as a second language. The lesson plans are further organized into six areas of pragmatics: topicalization, conversation, register, syntactic use of pragmatics, effective use of language, and nonverbal communication. The activities in the lesson plans are intentionally commonplace because they will prove the most useful and greater generalizations will come from them. Each lesson is a totality, incorporating specific goals into the entire interaction. Although the plans and activities focus on specific targets and areas, virtually all of them can be refocused to other targets or different levels. Clinicians should feel free to modify, expand, and refocus plans to meet students' needs.

The success of the lesson plans depends on students learning new schemas, constructing organizational strategies, practicing dialogues, benefiting from feedback, and generalizing new productions from past feedback. Obviously, the successes of these goals hinge on metapragmatic activities that must be carefully nurtured at every point in therapy.

General Guidelines

Like therapy for younger children, therapy for adolescents can be based on schema theory using the cognitive-experience frame. With students in the upper grades, emphasis should be placed on curriculum-based activities and on increasing the skill of each student in handling the written language. Therapy for adolescent communication, whether verbal or written, is best presented in the group context where each participant has a specific pragmatic role to play. Individuals must understand the schema, the context, and the specifics of their own roles and the accompanying language scripting as if memorizing dialogue to perform in a movie or play.

The identifiable organizers of this type of therapy are the strategies that teach students how and when to classify, abstract, generalize, memorize, infer, and delete. These strategies come both from the schema the individual learns and from the organization that is taught. They are made firm through practice and feedback acquired by using the lesson plans.

Therapy with Junior High Students

Learning-disabled adolescents have subtle and often undiagnosed language problems. Language-impaired adolescents still carry the residue of earlier language disorders. Both groups begin junior high school burdened with communication deficits that potentially can disrupt their educational and social adjustments. They need and can benefit from academic-based lesson plans that focus on reading and writing skills and present practice in subjects such as note taking, report writing, and written social interactions.

Investigations by Wiig and Semel (1980) and Wiig (1984) state that these 12- and 13-year-olds present levels of language equivalent to what would be expected of 5- and 6-year-olds. Often they lack formal operational repertoires and the necessary cognitive strategies have not been developed during the requisite years. These students arrive at junior high school without the cognitive, social, or linguistic tools needed for success.

Junior high school students are at an age when peer pressure and their established membership in a group are all-important. With long-standing communication problems, they have less than the normal ability to learn the "in" language of the group. Failure to relate to slang and idioms of their peers can interfere with their understanding of jokes and puns. It can, in fact, affect the juvenile's entire adaptation to the context (Donahue and Bryon 1984). Because these adolescents often fail to comprehend dialogue, they become increasingly more reluctant to contribute their own remarks to the conversation and so fall outside the group (Donahue and Bryon 1984). Lacking conversational and social practice, they continue to fall further behind the group. Since they have problems identifying and understanding social cues, they will become increasingly less able to interact with the school in the expected manner (Axelrod 1982; Pearl and Cazden 1982; Wiig and Harris 1974). If students at this age level are to become successful in school and in the social setting, therapy is mandatory.

Therapy with Senior High School Students

Senior high students with remnants of communication problems have undoubtedly moved through the various levels of frustration and failure outlined at the junior high level. They are older and hopefully somewhat more capable linguistically. However, all too often the circle of failure has been deeply ingrained. The pattern is unbreakable. These students may continue to have deficits of cognitive and linguistic expression. They may still not understand the superstructure of the communication system or be able to make language do what is wanted. These adolescents may continue to feel separate from the group and be unable to interact effectively within the school context.

Hopefully both therapy and career counseling will provide these students with practical assistance. Therapy can focus specifically on areas of difficulty and help young adults understand the scaffold, or skeletal framework, that represents language structure.

Communication skills necessary for adult life can and should be developing during the last years of high school. Students must finally have the opportunity to learn how to use the principles alluded to by Searle (1965) and Grice (1975). If they expect to communicate appropriately in adult contexts, they must

1. Be appropriate
2. Be relevant
3. Give sufficient information but not too much
4. Be sufficiently polite
5. Provide sufficient truth value

For high school graduates, opportunities for planned, guided assistance by trained professionals have probably come to an end. Hopefully, during the school process, individuals will have identified strengths and weaknesses in their communication and learned how to enhance one while minimizing the other.

Therapy When English Is a Second Language

Each year speech-language clinicians and teachers in our schools become more concerned with teaching children and adolescents for whom English is a second language. We have increasingly more students in this category every year, and Public Law 94-142 assures a free and appropriate public education for each student. Culturally and linguistically this highly diverse group extends a challenge to the various professionals who are charged with helping them.

Cultural diversity in our schools is prevalent in specific areas of the United States containing large populations of foreign-speaking Americans. In California, 70 to 80 cultural and language backgrounds are represented in the school population (Wong-Fillmore 1981). Kirk (1972) estimates that about 10% of these children from divergent cultural backgrounds need special help. Some of these children and adolescents have mastered their first language, but many have not. It has been estimated that 20% of the Spanish-speaking children in the Chicago area have inadequate use of their native language (Toronto 1972). Certainly all clinicians can expect to enroll in their caseloads some child or children who are learning English as a second language. Some of them will be functionally illiterate in both languages.

Wide differences of philosophy are represented within the school context:

1. One approach provides compensatory education in the child's home dialect. The problem with this is that the child may not be taught enough English to bridge the gap and become successful and employable in the main language of commerce and the arts.
2. An approach at the other extreme provides no compensatory assistance and requires that a child use only English throughout the school years. Then the problem is the frustration and ultimate failure generated when the child doesn't speak enough of the language to learn.
3. A variety of adaptations may bridge the gap between extremes by helping children learn English with their own language and cultural strengths as stepping stones. These incorporate all manner of techniques available to speech-language clinicians and teachers. A method that teaches children through their personal strengths is most appropriate. It should eliminate the problems represented by both extremes because children would be taught more than their own language or dialect while minimizing frustration and failure.

If students are encouraged to be proud of their divergent heritages and to share them with classmates, all members of the group will benefit.

However, the choice of a philosophy must not be made by individuals acting in a vacuum. Study and discussion must be undertaken by all who interact with the system, and the choice must be based on the best information and professional agreement.

Identifying Specific Problems

The age of the students is probably not as important as the amount of their first language they have mastered at the point where a second language became a goal. If the point of entry is before the first language had been mastered, the individual must learn salient aspects of that language as a base for translation into English. This problem also occurs whenever a child is not a native speaker of the school dialect. It could be a major problem for speakers of Black English, Appalachian, and for children who have been exposed only to the language of poverty.

Cummins (1980) has identified two levels of language proficiency that may be functioning in school children. Basic Interpersonal Communicative Skills (BICS) is acquired by all children in the first language. BICS furnishes a foundation that a second language can be based on. If BICS is present and the child cannot communicate in English, therapy is indicated. The second level, Cognitive Academic Linguistic Proficiency (CALP) is related to the development of literacy in both the first and second languages. If the CALP is in place at the point of entry into English, education can proceed as in any other second-language learning situation. In this case, therapy is not indicated.

It will be important for the clinician to assess language strengths and specific problems. Plans can be made to give students practice with particular language situations and techniques and to provide definitive feedback. Therapy strength can be gained by placing second-language students in groups with native speakers of English, where the prosodic and linguistic elements to be learned will be modeled by both the teacher and the peers.

Some of the most confounding and rewarding aspects for divergent cultures to focus on are in the areas of pragmatic differences. Appropriate language and interaction is determined within our culture and is not shared by people from other cultures. These apparent pragmatic problems accentuate cultural differences, making the gap between representatives of two cultures appear greater than it is. Remediating these differences can make dramatic differences for all the students. For example, native Americans require greater circles of personal space than do many other cultures. When Americans and people of these other cultures meet, they must work out the problems of how close to stand to each other for politeness and communication purposes. Clinicians must identify these culturally derived pragmatic differences and establish a specific program of strategies, experiences, and practice to remediate them. The lesson plans in this book are designed for just such a purpose.

Topicalization

Topicalization

Definition and Discussion

Topicalization is related to the individual's ability to choose the topic of a sentence, paragraph, or conversation and manipulate it appropriately (Lucas 1980; Bates 1976; Johnson, Johnston, and Weinrich 1984). Establishment of a topic is the result of mutual agreement between those involved in the communication. In adults, this mutual search for a topic is a highly sophisticated activity that results not only in a topic being chosen but in its being prescribed by rules and limits. There are even prescribed roles to be played by various participants in the conversation. If they wish to go beyond the prescribed limits or to change the topic, terminating it and establishing another, they must do so by pragmatically acceptable means. Further, the participants are constrained not to drop back to earlier portions of conversations without specific linguistic preparations.

If a second language is involved, clinicians must be aware of any differences of topicalization rules in the first language. The clinician must be thoroughly informed about how languages work, including other languages spoken by the individuals involved as well as English.

Having learned to establish, maintain, change, or terminate a topic, the adolescent must refine the skillful use of these linguistic conventions that facilitate conversation. Once basic topicalization skills are learned they become part of the fabric of communication. They are interwoven with more subtle topicalization aspects and with the higher levels of categorization, classification, and memory that they represent.

Guidelines for Therapy

Pragmatic therapy for students in the intermediate and upper grades can best be done in small groups. The question as to which level to begin on must be decided more on the basis of students' needs than on what class they are in. The most effective therapy provides practice in using the conventions appropriate for manipulating the topic. Each exercise or experience should give both receptive and expressive practice. In expressive practice, the individual is stimulated to construct the desired communications. In receptive practice, the individual hears others produce the desired commmunications and understands what has happened in the conversation. Each participant in this conversational exchange can be profitably involved in giving and receiving feedback and modifying the utterances as indicated by the feedback.

Success in therapy must be identified to take best advantage of positive feedback. Conversely, when topicalization has gone awry, the group must identify the problem, determine what caused it, and decide how it can be alleviated. For example, Mark and Denis have each chosen two related topics they plan to talk about. Their therapy activity consists of practice using topic-changing techniques such as "Oh, by the way . . ." or "Another idea is . . . ," etc. If the conversation breaks down, it is appropriate to talk about what happened and how the situation can be saved. This advanced use of metapragmatics can be a powerful technique for improving topicalization abilities. The students must be afforded numerous opportunities for practice in areas of need, and they must know when they have got it right. Feedback is crucial to progress. When something goes wrong, the students must discover how it happened and learn how to prevent the problem from occurring again. Only then can they know how to do what they want to do with language.

Considering the format and subject matter of the intermediate and upper grades, it is obvious that topicalization skills must be taught within the written context. However, once

basic material has been mastered, the students must experience both spoken and written situations so they can use this newfound skill at its most effective level.

Students who have topicalization problems in spoken language can benefit from carefully planned opportunities to produce topicalization in written forms. They can also benefit from finding topic sentences in their own reading material and from writing paragraphs around supplied topics. Again, it is important that students know when they have been successful and when they have failed. If they have failed, they must learn why and then learn how to correct it. These learning experiences are best planned when responsibility for them is shared by both the teacher and the speech-language clinician.

For students who have English as a second language, topicalization skills can be taught by studying differences in the way they are accomplished in the first language and by comparing these methods to those of the second language. After such explorations, practice and feedback can be even more meaningful.

Behavioral Characteristics for Topicalization

At this higher level, topicalization incorporates the behaviors identified at younger ages with more advanced behaviors. Students must

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Understand the constraints placed on topic change
5. Terminate a topic appropriately
6. Apply sophisticated categorization skills to the subtleties of topicalization
7. Interact with others in choosing a topic

Goal Model

This specially marked lesson plan shows how the stated goals of a particular lesson in this unit are embedded in the activities given for that lesson. In the following lessons, the relationship of the goals to the activities may be obvious or they may be ensconced in the procedure.

Activity: Topic Change Strategies

Materials: Cards specifying topics that allow for sub-topics (TV Shows, Singing Groups, Restaurants, etc.)

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Understand the constraints placed on topic change
5. Apply sophisticated categorization skills to the subtleties of topicalization

Instructions: Give the students information on how to change a topic. Two important skills need to be developed:

1. The speaker must establish the topic and be sure the listener knows all the related key persons and key events related to the topic **(GOALS 1 and 2)**
2. The speaker must communicate a topic change by using a topic-change strategy similar to the following **(GOALS 3, 4, and 5):**
   a. Oh, by the way, there is something else I wanted to tell you.
   b. One other point is . . .
   c. I have a couple of things to tell you.
   d. We need to get onto a new subject.
   e. (A topic is often introduced by a question) Guess who I heard from today?
   f. Listen . . .

The students take turns drawing a card and practicing introducing and changing topics.

Example

A student draws a card that says, "Tell about TV shows you have seen lately." The student makes several comments about one show and then uses a topic-change strategy to introduce another show. The student may do this several times according to need and time for practice.

Guide the students in choosing appropriate topic-change strategies **(GOALS 3, 4, and 5)** and staying on their topics **(GOAL 2).**

Goal Model

Pragmatic Lesson Plans: Topicalization

Junior High School
- Topic Change Strategies
- Selecting Topics
- Topic Spinner
- Making Commercials
- Child Care Skills

Senior High School
- Book Reports
- Note Taking
- Mock Job Fair
- Video Portrayal of Popular Songs
- Daily School Announcements

Second Language
- Developing Topic Notecards
- Developing a Topical Outline and Writing Reports
- Developing a Monologue
- Yearbook Articles
- United States Capitals

PRAGMATIC LESSON PLAN: Junior High Topicalization

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   c. I have a couple of things to tell you.
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Guide the students in choosing appropriate topic-change strategies and staying on their topics.

PRAGMATIC LESSON PLAN: Junior High Topicalization

Activity: Selecting Topics

Materials: Junior high reading material

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Interact with others in choosing a topic

Instructions: Select appropriate reading material for the students or ask them to select their own. Ask the students to read each paragraph and identify the main topic.

Appropriate reading material includes:

1. Their own textbooks.
2. Age/grade appropriate material from the school library.
3. Reader's Digest Skillbuilders (1977).

If necessary, guide the student in selecting and identifying topics.

PRAGMATIC LESSON PLAN: Junior High Topicalization

Activity: Topic Spinner

Materials: Spinner cards with students' names
Spinner cards designating various topics

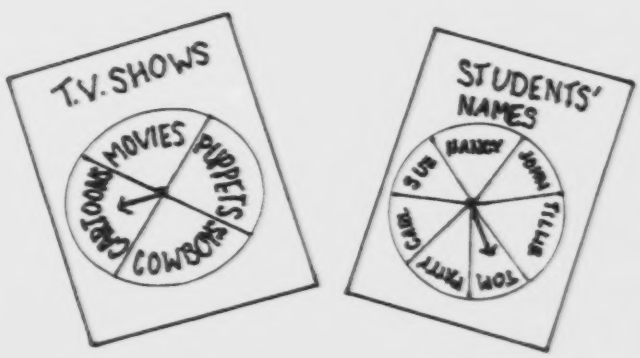
Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Understand the constraints placed on topic change
5. Terminate a topic appropriately
6. Interact with others in choosing a topic.

Instructions: Have a student spin the name spinner to decide who goes first. The selected student spins the topic spinner to choose a topic area for discussion. The topics should be broad so a student can focus on a familiar aspect to talk about. For example, if the topic indicated on the spinner is Movies, a student could talk about "My Favorite Movie," or "What I Like About Going to the Movies," or "The Last Movie I Saw."

Suggested Topics
- Sports
- TV Shows
- Movies
- Books
- Restaurants

The students may need help staying on the topic, changing the topic, and terminating the topic appropriately.



PRAGMATIC LESSON PLAN: Junior High Topicalization

Activity: Making Commercials

Materials: Magazine ads

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Understand the constraints placed on topic change
5. Terminate a topic appropriately
6. Interact with others in choosing a topic

Instructions: Each student selects a magazine advertisement for a product. The student then "sells" the product to the group. Have the students explain how the product is used, discuss its advantages, and contrast it with similar products. When necessary, help the students stay on the topic.

Example

Instructor: What are you going to sell today, Tom?

Student: Toothpaste.

Instructor: Tell us about it.

Student: If Tim used this, then Shelly might kiss him.

Instructor: Remember, you're trying to make everyone want to buy this product.

PRAGMATIC LESSON PLAN: Junior High Topicalization

Activity: Child Care Skills

Materials: Cards specifying various topics related to babysitting

Pragmatic Goals: The student will

1. Estabish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Understand the constraints placed on topic change
5. Apply sophisticated categorization skills to the subtleties of topicalization

Instructions: The students practice using topic-change strategies presented in an earlier lesson entitled Topic Change Strategies.

Read the topics on the cards to the students:

1. Information to obtain from parents before they leave
2. Handling phone calls
3. Bathing a baby or supervising a child's bath
4. Changing diapers
5. Dressing the baby or child
6. Putting the baby or child to bed
7. Feeding the baby or child
8. Handling behavior problems
9. What to do in an emergency
10. What is expected of a competent babysitter

Ask each student to choose two or three topics. They take turns establishing each topic, making several comments about it, and finally signaling that they are changing to a related topic. The students may need to be reminded to stay on the topic.

PRAGMATIC LESSON PLAN: Senior High Topicalization

Activity: Book Reports

Materials: Books listed on the students' reading list
A good resource book for this lesson is *The A+ Guide to Book Reports* (Colligan 1982)

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Understand the constraints placed on topic change
5. Terminate a topic appropriately
6. Apply sophisticated categorization skills to the subtleties of topicalization

Instructions: The students title their book reports and develop at least five topics (paragraphs) in which they discuss character and setting and develop the plot through the beginning, middle, and end.

This activity is also useful for developing writing skills in topicalization. Select a paragraph for demonstration. Through discussion, establish a topic for the paragraph. Expand the topic by writing four or five sentences about it. Be sure the students understand what the topic is. Write the sentences on poster board or other large writing surface. If necessary, repeat the process with another paragraph.

PRAGMATIC LESSON PLAN: Senior High Topicalization

Activity: Note Taking

Materials: Taped lectures from the students' other classes

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Apply sophisticated categorization skills to the subtleties of topicalization

Instructions: Ask the students to audiotape a lecture from another class. Have them listen to the tape and practice taking notes. The students must be able to select important information about the topic. If necessary, assist the students in identifying topics and pertinent information.

PRAGMATIC LESSON PLAN: Senior High Topicalization

Activity: Mock Job Fair

Materials: Information about various occupations

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Terminate a topic appropriately
5. Interact with others in choosing a topic

Instructions: This lesson is assigned in one class period and completed in the following class period.

Give each student information to review about an occupation or ask them to choose an occupation to investigate and present. Provide a list of question areas that need to be answered in researching an occupation and for asking about the other jobs being presented:

Salary
Benefits
Training
Job duties
Intrinsic benefits
Personality required

When the class meets again, the students take turns introducing their assigned topics (occupations), developing them and presenting the researched information. After each presentation, the other students ask questions. The speaker must stay on the topic even when the questions stray.

Examples of Occupations

Medical assistant
Nurse
Secretary
Salesperson
Teacher
Autobody repairman
Plumber
Electrician
Computer operator
Police officer
Fire fighter
Delivery person
Veterinarian
Dental hygienist

PRAGMATIC LESSON PLAN: Senior High Topicalization

Activity: Video Portrayal of Popular Songs

Materials: Cards with titles of popular songs
Lyrics to songs
Costumes and props (optional)

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Terminate a topic appropriately

Instructions: Use the students' favorite songs. Ask a representative of the group to select a song-title card. Then the students develop a video portrayal of the song similar to those that are seen on music videos. The students read one lyrics paragraph at a time and construct the video scene for that paragraph. Encourage the students to stay on the topic.

PRAGMATIC LESSON PLAN: Senior High Topicalization

Activity: Daily School Announcements

Materials: Announcements that might need to be made to the student body

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Terminate a topic appropriately

Instructions: Present a list of school announcements that might need to be made to the student body the next day. The students prepare a script for introducing the various items. Each item should be introduced, the topic established, and all pertinent information included. Discuss techniques for introducing the various items.

PRAGMATIC LESSON PLAN: Second Language Topicalization

Activity: Developing Topic Notecards

Materials: 4" x 6" index cards
Reference materials brought by the students

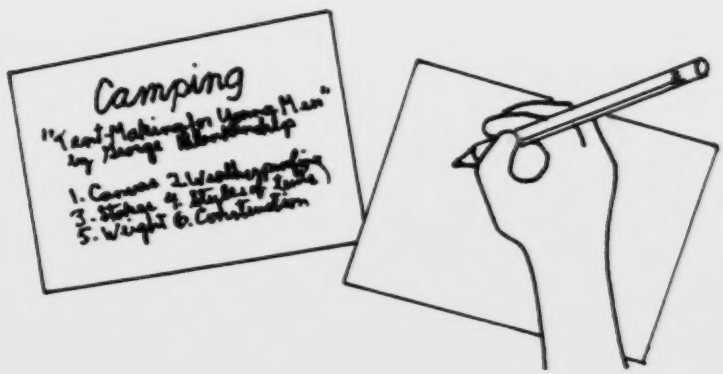
Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Terminate a topic appropriately
4. Apply sophisticated categorization skills to the subtleties of topicalization

Instructions: This activity is assigned in one class period and completed in the following class period. It is designed to help students write reports by developing the skill of notecard synopses.

Discuss possible topics with the students and help them select ones that coincide with their interests, or use topics assigned in another class. Ask the students to bring in four to six reference books on their chosen topics.

When the class meets again, the students read a reference and summarize several key points from that reference on an index card. Check each card to be sure the student is selecting points pertinent to the topic.



PRAGMATIC LESSON PLAN: Second Language Topicalization

Activity: Developing a Topical Outline and Writing Reports

Materials: Topic cards from the previous lesson
Notebook paper and pens

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Terminate a topic appropriately
5. Apply sophisticated categorization skills to the subtleties of topicalization

Instructions: This activity is designed to help students develop topical outlines and written reports from reference cards.

The student examines all the reference cards and decides what key topics to include in the final report. After about ten key points are selected, help the student present them in outline form. The student then develops each key point into a written paragraph. The students will need assistance with outlines, paragraph development, smooth transitions between key points, and terminating the paper.

PRAGMATIC LESSON PLAN: Second Language Topicalization

Activity: Developing a Monologue

Materials: Cards designating monologue topics

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Terminate a topic appropriately
4. Interact with others in choosing a topic

Instructions: The students look through the following topic cards to choose their topics or they may think of their own.

Planning a Vacation
My Favorite Sport
Being an Olympic Star
My Favorite Movie
Bike Safety
My Favorite Rock Group
Break Dancing
My Favorite Clothes
How to Earn Money
How to Take Care of a Pet

The students use several key points to develop monologues about their topics, elaborating each point with several comments. The students terminate their monologues appropriately. They may need help selecting and developing the key points to be included.

Although this lesson plan is designed as an oral activity, it may be adapted as a written activity. Have the students list their key points and comments before writing about their topics.

PRAGMATIC LESSON PLAN: Second Language Topicalization

Activity: Yearbook Articles

Materials: School yearbook

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Terminate a topic appropriately

Instructions: Show the students a school yearbook. Have them look at the articles on various clubs and events. Then they select a club or event to write about for a class yearbook. Their assignment includes interviewing someone in the school about the topic and writing a short article. The students then present the information both in writing and orally to the class. Evaluate whether the topic has been established and developed and give the students feedback. Make copies of the articles and staple them together so each student will have a "class yearbook."

Pragmatic Lesson Plan: Second Language Topicalization

Activity: United States Capitals

Materials: Map of the United States
Fact cards listing three historical or geographical points of interest about each state capital

Pragmatic Goals: The student will

1. Establish a topic and make appropriate comments
2. Stay on the topic for an appropriate number of utterances
3. Signal a change of topic
4. Terminate a topic appropriately

Instructions: Point to a state on the map and ask a student to name the capital of that state, find the related card, and read the facts listed.

Example

Instructor: What is the capital of Ohio?

Student: Columbus.

Instructor: That's right. Now let's hear some facts about Columbus.

Student (reading from the fact card):
Columbus is located in the center of the state.
It is the home of Ohio State University.
The Olentangy River runs through downtown Columbus.

Conversation

Conversation

Definition and Discussion

The ability to communicate, begun by the very young child with single words and sentence fragments, has by adolescence become complex conversation. Paragraphs composed of related sentences in carefully planned order are the building blocks of conversational interactions. Each component of discourse must progress to the complete, appropriate adult form. In most individuals, this development occurs naturally, resulting from the combination of direct environmental feedback and individual motivation in initiating, maintaining, and terminating a conversation.

INITIATING CONVERSATION

In the adult form, initiating conversation requires establishing the setting, facilitating the choice of a topic, and initiating that topic. This implies that by the time the topic has been selected and inaugurated, all the involved individuals will have a basic notion of their roles in the conversation. Newcomers enter the conversational group under prescribed terms and are incorporated into it.

MAINTAINING CONVERSATION

The furtherance of the interpersonal communication is the shared responsibility of all participants. Skillful use of a variety of pragmatic skills is required to nurture a conversation so that it continues to develop. This maintenance will not tolerate failure to stay on the topic or failure to pass the conversational turn as expected.

When changes in topic are to be incorporated, they must be introduced according to certain prescribed conventions. This stylized format alerts all members of the discourse to topic changes or modifications. It provides the ultimate organization, ensuring that all participants know the topic and their related roles.

TERMINATING CONVERSATION

When conversations have run their prescribed course, whether the group breaks up, shifts to another pursuit, or simply quits talking, the conversation is terminated according to conversational conventions. These are rules that must be observed by all group members as they conclude the interaction.

Guidelines for Therapy

Therapy for both junior and senior high school students is best presented in a group format. When students understand the structure and organization of conversation, they can practice taking various roles in it. They can initiate, maintain, change, and terminate the topic. For example, in role-playing a carefully scripted conversation, specific topics are initiated and maintained, and specific topic changes are made before the conversation is terminated. While the basic requirements of the conversation are scripted, the specific linguistic techniques are supplied by the students.

If therapy is individual, essentially the same practice can be gained as the clinician and student identify and play out specific discourse roles. The clinician plays the role of interviewer and the student plays the role of job applicant. The interview runs its course, allowing the participants to play out their roles. The participants then trade roles so the student has the opportunity to play the other role immediately after it has been modeled.

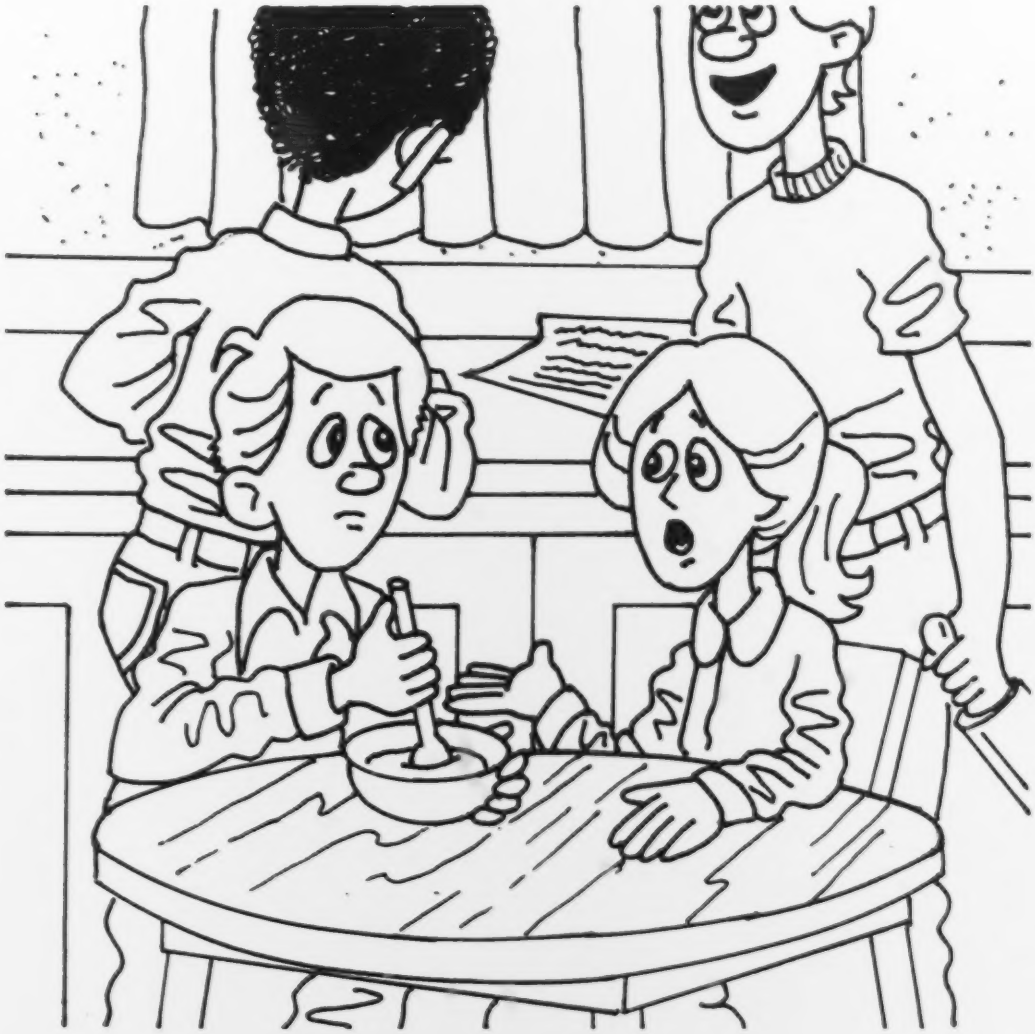
Therapy for those learning English as a second language takes on many of the same characteristics. However, it is important to help the second-language student understand how these conversational conventions work in English and how they compare with conventions in the native language. The student must understand conversational structure and organization as well as techniques that are being practiced with the various roles.

All discourse participants have dual roles in each aspect of conversation. They function as listeners, hearing and interpreting the utterances of others, and as speakers, responding and reacting to the language they hear. Each therapy session should be planned to take advantage of both auditory and verbal conversational skills.

Behavioral Characteristics for Conversation

The student will

1. Initiate and terminate a conversation
2. Volunteer to talk at appropriate times
3. Listen to the speaker
4. Take a turn at an appropriate time in the conversation
5. Ask and answer questions
6. Respond when called upon
7. Use discourse connectors
8. Acknowledge other participants in the interaction
9. Open and close a telephone conversation



Goal Model

This specially marked lesson plan shows how the stated goals of a particular lesson in this unit are embedded in the activities given for that lesson. In the following lessons, the relationship of the goals to the activities may be obvious or they may be ensconced in the procedure.

Activity: Halloween Party!

Materials:
Black and orange crepe paper
Pumpkins
Tub with water and apples
White sheets and markers
Bowl of cold cooked spaghetti

Pragmatic Goals: The student will

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2. Volunteer to talk at appropriate ti
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6. Respond when called upon
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8. Acknowledge oth participants in the interaction

Instructions: This activity will t e up two class periods. In the first period, lead a discussion about how to prepare for a Halloween Party **(GOALS 1, 6, 7, and 8).** As for a volunteer to take notes on how the tasks are divided up. The students decide what decorations they will make, what games they will play, and what refreshments they will serve, dividing the tasks among themselves **(GOALS 3, 4, and 5).** Perhaps each student can ask one guest to attend the party **(GOAL 1).** Or, in lieu of guests, two or three students may plan the games and activities, keeping them secret from the other students.

When the class meets again, the party is held. The activities may include dressing up as ghosts in marked sheets, bobbing for apples, and being blindfolded and dipping their hands in a bowl of "worms" (spaghetti) **(GOAL 2).**

Goal Model

Pragmatic Lesson Plans: Conversation

Junior High School
- Halloween Party!
- Preparing for a Camping Trip
- Shopping for Kitchen Essentials
- Talking to an Answering Machine
- Your Favorite Vacation

Senior High School
- Asking for a Date by Telephone
- Restaurant Etiquette
- Job Interviews
- Credible Endings
- Explain a Recipe

Second Language
- Answering WH and HOW Questions
- Giving Descriptions
- Hypothetical Situations
- Drawing Conclusions
- Explaining Your Opinions

PRAGMATIC LESSON PLAN: Junior High Conversation

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When the class meets again, the party is held. The activities may include dressing up as ghosts in marked sheets, bobbing for apples, and being blindfolded and dipping their hands in a bowl of "worms" (spaghetti).

PRAGMATIC LESSON PLAN: Junior High Conversation

Activity: Preparing for a Camping Trip

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Initiate and terminate a conversation
2. Volunteer to talk at appropriate times
3. Listen to the speaker
4. Take a turn at an appropriate time in conversation
5. Ask and answer questions
6. Respond when called upon
7. Use discourse connectors
8. Acknowledge other participants in the interaction

Instructions: On the poster board, write the following headings:

Location
Transportation
Equipment
Food
Clothing

Lead the students in a conversation about how to prepare for a camping trip. Ask them where they will camp (Location), how they will get there (Transportation), what they will need (Equipment), what the cooking facilities will be and what meals they plan (Food), and what the weather will be like (Clothing). Note their responses under each of the headings on the poster board.

PRAGMATIC LESSON PLAN: Junior High Conversation

Activity: Shopping for Kitchen Essentials

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Initiate and terminate a conversation
2. Volunteer to talk at appropriate times
3. Listen to the speaker
4. Respond when called upon
5. Use discourse connectors
6. Ask and answer questions
7. Acknowledge other participants in the interaction

Instructions: Tell the students that the topic of their conversation will be "Shopping for Essentials to Establish a Kitchen." Ask for a volunteer to intiate the conversation. As the students take turns discussing the functions or purposes of the needed items, list the items on the poster board. When the students conclude their discussion, ask pertinent questions to include any essential items they may have forgotten.

PRAGMATIC LESSON PLAN: Junior High Conversation

Activity: Talking to an Answering Machine

Materials: Index cards and pencils
Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Initiate and terminate a conversation
2. Volunteer to talk at appropriate times
3. Listen to the speaker
4. Respond when called upon
5. Use discourse connectors
6. Open and close a telephone conversation

Instructions: Give each student five index cards and a pencil. Ask them to write a different message on each card as they would give it to a telephone answering machine. Assign situations from the following list or have the students make up their own.

1. Call a doctor's office to make an appointment.
2. Call a friend's house to schedule going to a movie.
3. Call your mother's or father's office and leave a message about a meeting you have to attend after school.
4. Call a store to check prices for science-fair project materials.
5. Call a veterinarian to inquire about how to control your dog's fleas.

Outline the following message components on the poster board:

1. Greet the individual you are calling.
2. Give your name, the date, and the time of your call.
3. Give your message concisely.
4. Include instructions that will enable you to know the message was received.
5. Close the message with an appropriate comment.

The students take turns reading their messages aloud. Discuss the appropriateness of each message.

PRAGMATIC LESSON PLAN: Junior High Conversation

Activity: Your Favorite Vacation

Materials: List of questions to be answered when describing a vacation

Pragmatic Goals: The student will

1. Initiate and terminate a conversation
2. Volunteer to talk at appropriate times
3. Listen to the speaker
4. Take a turn at an appropriate time in conversation
5. Ask and answer questions
6. Respond when called upon
7. Use discourse connectors
8. Acknowledge other participants in the interaction

Instructions: At the end of one class, ask the students to bring in pictures, maps, and souvenirs from a favorite vacation for use in the next class.

When the class meets again, have the students write a brief description about their vacations. Provide them with a list of questions to use as a guide:

Where did you go?
Who went with you?
How did you get there?
What time did you leave?
What did you do there?
How long were you gone?

Lead the students in a conversation about their vacations. Encourage interaction between the students as they compare and contrast their experiences.

PRAGMATIC LESSON PLAN: Senior High Conversation

Activity: Asking for a Date by Telephone

Materials: Situation cards for calling someone for a date
Telephones

Pragmatic Goals: The student will

1. Initiate and terminate a conversation
2. Listen to the speaker
3. Take a turn at an appropriate time in conversation
4. Ask and answer questions
5. Use discourse connectors
6. Open and close a telephone conversation

Instructions: Discuss general rules for telephone usage including:

1. Asking politely to speak to the named party.
   ("May I speak with Janet, please?")
2. Identifying yourself to the party.
   ("Janet, this is John calling.")
3. Asking a general question for the date.
   ("Would you like to go to the ball game with me this Saturday?")
4. Specifying the details.
   ("I'll pick you up at 7:00. Let's wear our school sweaters. I'll have you home by 11:30.")
5. Closing the conversation.
   ("I'm glad you can go. I'll see you tomorrow at school. Goodbye.")

The students work in pairs, taking turns drawing situation cards. The student who draws the card calls the other student to ask for a date.

Examples of Situation Cards

Ask a friend to go to the movies with you.
Invite a friend to go to a ball game.
Make a date with a friend to go to a dance.
Ask a friend to come to your house for dinner.
Invite a friend to study with you at the library.
Make a date with a friend to go shopping for a specific item.

PRAGMATIC LESSON PLAN: Senior High Conversation

Activity: Restaurant Etiquette

Materials: Menus
Table service

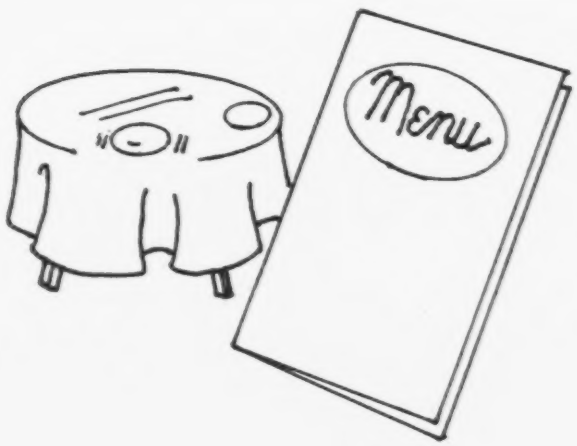
Pragmatic Goals: The student will

1. Initiate and terminate a conversation
2. Volunteer to talk at appropriate times
3. Listen to the speaker
4. Take a turn at an appropriate time in the conversation
5. Ask and answer questions
6. Respond when called upon
7. Use discourse connectors
8. Acknowledge other participants in the interaction

Instructions: Discuss restaurant etiquette with the students. Include the following questions:

How do you order from a menu?
Who should order first?
What silverware do you use when there is more than one knife, fork, and spoon?
How do you use the napkin?
When do you begin to eat?
How do you ask for condiments that are not in your immediate reach?

Following the discussion, role-play a waiter or waitress while the students act as the customers.



PRAGMATIC LESSON PLAN: Senior High Conversation

Activity: Job Interviews

Materials: Cards specifying an employer and an available position

Pragmatic Goals: The student will

1. Initiate and terminate a conversation
2. Volunteer to talk at appropriate times
3. Listen to the speaker
4. Take a turn at an appropriate time in the conversation
5. Ask and answer questions
6. Respond when called upon
7. Use discourse connectors
8. Acknowledge other participants in the interaction

Instructions: Discuss conversation skills that enhance a job interview. Be sure to cover the following points:

1. Introductory Statements: "Hello, Mrs. Jones. I am Katie Smith. It's a pleasure to meet you."
2. Body Language: Establish and continue good eye contact, shake hands with the employer when you meet, maintain good posture, sit still without squirming.
3. Responses: Answer questions clearly and concisely, but avoid responding in monosyllables.
4. Questions: Ask pertinent questions that were not answered earlier by the employer. For example, what is the salary, what are the hours, what are the responsibilities?

The students take turns drawing a card that states the name of the employer and the available position. Then they role-play an interview with the instructor acting as employer. Follow each role-playing situation with a general discussion evaluating the interview.

PRAGMATIC LESSON PLAN: Senior High Conversation

Activity: Credible Endings

Materials: Poster board (or other large writing surface) and marker

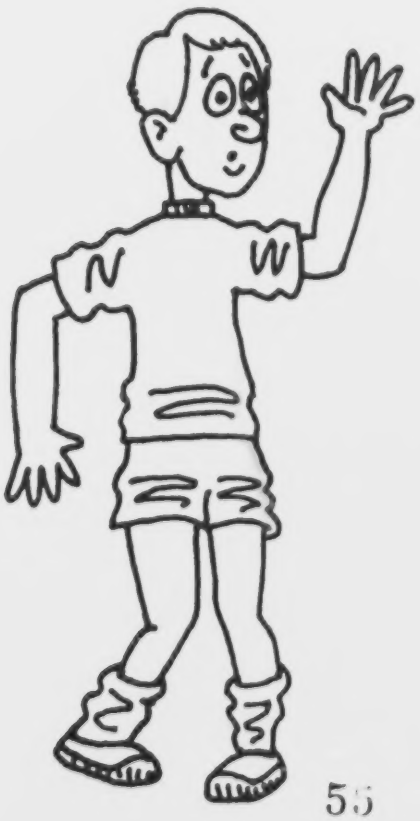
Pragmatic Goals: The student will

1. Volunteer to talk at appropriate times
2. Listen to the speaker
3. Ask and answer questions
4. Respond when called upon
5. Acknowledge other participants in the interaction
6. Terminate a conversation

Instructions: The students take turns stating conversation endings they have heard or used. Write their suggestions on the poster board and discuss which endings seem credible.

Examples

1. I have to go now. My mother is calling.
2. It was great talking to you.
3. I'll look forward to seeing you next week.
4. Thank you for taking the time to talk to me.
5. I'd like to talk more, but I have to get to my history class.



PRAGMATIC LESSON PLAN: Senior High Conversation

Activity: Explain a Recipe

Materials: Recipes
Paper and pencils

Pragmatic Goals: The student will

1. Initiate and terminate a conversation
2. Volunteer to talk at appropriate times
3. Listen to the speaker
4. Take a turn at an appropriate time in the conversation
5. Ask and answer questions
6. Respond when called upon
7. Use discourse connectors
8. Acknowledge other participants in the interaction

Instructions: In the previous class, ask each student to bring five favorite recipes to class for discussion.

When the class meets again, the students take turns describing their recipes while the other students take notes. A student who does not understand a procedure as it is described may interrupt politely and ask for clarification. After a recipe is completed, ask one of the students to explain the recipe from the notes. Discuss any errors with a notation as to whether it was a listener or speaker error. Ask the students to project what the results of the errors could be.

PRAGMATIC LESSON PLAN: Second Language Conversation

Activity: Answering WH and HOW Questions

Materials: Cards specifying the question category (WHY, WHERE, WHEN, HOW, WHO, WHAT) on one side and listing examples of questions on the other side

Pragmatic Goals: The student will

1. Volunteer to talk at appropriate times
2. Listen to the speaker
3. Ask and answer questions
4. Respond when called upon
5. Acknowledge other participants in the interaction

Instructions: Stack the cards in piles according to categories. Each student draws one card from each stack. Ask for volunteers to read a question and to give the response. Encourage the other students to make additional comments to expand the responses.

Examples

Why do people put their money in banks?
Why do people go to the dentist?
Why do pets need to go to the veterinarian?
Why is life easier now than it used to be?
Why is life more difficult now than it used to be?

Where is the Yucatán?
Where is Chicago?
Where do you go to borrow books?
Where do people go to borrow money?
Where did you go to school last year?

When is Independence Day?
When is Thanksgiving?
When are you happy?
When do you like to vacation?
When were you born?

Who discovered America?
Who wrote Macbeth?
Who is Michael Jackson?
Who is the President of the United States?
Who was your teacher last year?

What is your favorite food?
What do you like to do with your money?
What was your address last year?
What were you doing last night at 7 o'clock?
What would you wish for if you had three wishes?

How do you make a tossed salad?
How do you get a driver's license?
How did you meet your best friend?
How did you feel after your vacation?
How was your last birthday celebration?

PRAGMATIC LESSON PLAN: Second Language Conversation

Activity: Giving Descriptions

Materials: Cards with instructions to describe specific items or qualities

Pragmatic Goals: The student will

1. Volunteer to talk at appropriate times
2. Listen to the speaker
3. Ask and answer questions

Instructions: The students take turns drawing a card, reading the instruction, and responding in as much detail as possible.

1. Describe your favorite meal.
2. Describe your favorite vacation spot.
3. Describe your favorite place to live.
4. Describe the characteristics of a good teacher.
5. Describe the characteristics of a best friend.
6. Describe your favorite outift.
7. Describe your pet.
8. Describe the car you want to buy.
9. Describe one of your relatives.
10. Describe your dream house.

After a student's turn is finished, encourage the other students to respond in a conversational format.

PRAGMATIC LESSON PLAN: Second Language Conversation

Activity: Hypothetical Situations

Materials: Cards with questions about hypothetical situations

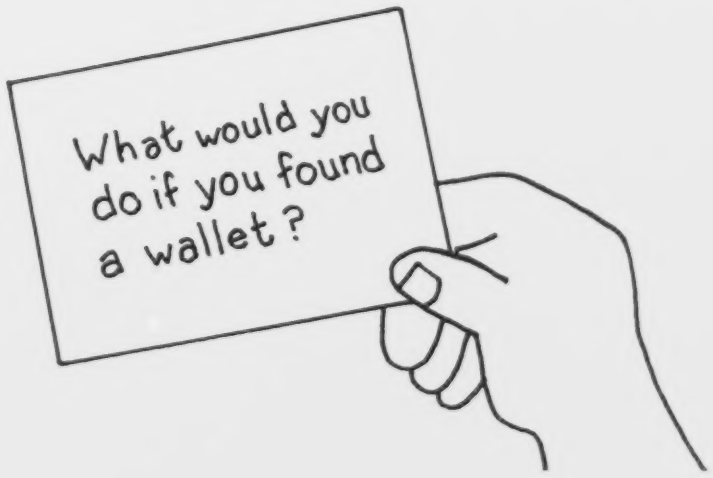
Pragmatic Goals: The student will

1. Volunteer to talk at appropriate times
2. Listen to the speaker
3. Ask and answer questions

Instructions: The students take turns drawing a card, reading the question aloud, and responding with as much detail as possible.

1. What would you do if you lost your wallet?
2. What would you do if you saw a crime being committed?
3. What would you do if a dog bit you while you were jogging?
4. What would you do if your neighbor was having a loud party at 2:00 a.m.?
5. What would you do if you won a million dollars in the lottery?
6. What would you do if you lost your checkbook?
7. What would you do if you were on an airplane that was hijacked?
8. What would you do if you saw someone shoplifting?
9. What would you do if you were lost in a foreign city?
10. What would you do if you had a flat tire?

Following each response, ask the other students to give their opinions in a conversational format.



PRAGMATIC LESSON PLAN: Second Language Conversation

Activity: Drawing Conclusions

Materials: Cards with complex sentences that have incomplete subordinating clauses

Pragmatic Goals: The student will

1. Volunteer to talk at appropriate times
2. Listen to the speaker
3. Ask and answer questions

Instructions: The students take turns drawing a card. Ask them to complete the sentence with as much detail as necessary.

1. People go to the movies because _____.
2. People go to the airport because _____.
3. People save and invest money because _____.
4. People laugh because _____.
5. People cry because _____.
6. People go to church because _____.
7. People go to school because _____.
8. People exercise because _____.
9. People take vacations because _____.
10. People go to the doctor because _____.
11. People vote because _____.
12. People pay income tax because _____.
13. People go to an attorney because _____.
14. People make reservations because _____.

Encourage the other students to add additional information following each response.

PRAGMATIC LESSON PLANS: Second Language Conversation

Activity: Explaining Your Opinions

Materials: Cards with questions that require answers based on personal opinions

Pragmatic Goals: The student will

1. Volunteer to talk at appropriate times
2. Listen to the speaker
3. Ask and answer questions

Instructions: The students take turns drawing a card, reading the question, and responding in as much detail as possible.

1. What is your favorite sport and why?
2. If you could meet any famous historical person, who would it be and why?
3. What is your favorite means of transportation and why?
4. If you could travel to any place in the world, where would it be and why?
5. What is your favorite movie and why?
6. What is your favorite meal and why?
7. What is your favorite pet and why?
8. What is your favorite book and why?
9. What would you do with a million dollars?
10. What is your favorite season and why?
11. What is your favorite holiday and why?
12. Why should you not use drugs?
13. What are the consequences of eating sweets?
14. What are the advantages of having insurance?
15. What are the advantages of a college education?

After each response, encourage other students to express their opinions in a conversational format.

Use of Register

Definition and Discussion

Learning the appropriate use of register, or the manner in which we talk to specific categories of people, is basic to successful pragmatics. Application of proper register involves a sophisticated use of the three pragmatic universals identified by Bates (1976): performatives, conversational postulates, and presuppositions. Performatives produce the variety of modalities appropriate for specific contexts. Conversational postulates are the politeness conventions that provide the level of completeness and formality for the chosen register. However, register is mostly dependent on the speaker's accurate presuppositions that place individuals in registers, or categories. The individuals are then spoken to in accordance with the speaker's categories.

From earliest communication to adult levels, as subcategories of communication partners are identified, individuals continue to add registers to their linguistic repertoires. The earliest interaction with register is in the mother-infant dyad where infants are the beneficiaries of a specific mother-infant register (Snow 1972; Snow and Ferguson 1977). By the time they are four years old, children have registers for talking to peers, babies, adults, and baby dolls (Sacho and Devin 1976). Examination of these registers illustrates the fact that young children have a clear understanding of how register is supposed to operate.

As the child becomes the adolescent and the adolescent becomes the adult, the number of available registers increases markedly. By adolescence, students need registers for a variety of family categories and for peers, friends, teachers, other authorities, and a polite unclassified category. Acceptable use of register requires that speakers examine their register repertoire, choose the appropriate one, and use it correctly.

Guidelines for Therapy

Problems with register are related to either faulty presuppositions, poor selection of a register from the repertoire, inability to use the chosen register, or inability to receive pragmatic information that might indicate the register is not suitable and needs to be changed.

Learning to use the appropriate register is generally related to direct environmental feedback. Individuals who are spoken to in the wrong register tend to feel that the speaker has been rude. They then react emphatically to the perceived rudeness. A perceptive speaker may recognize this problem in time to repair the interaction.

Specific strategy learning and structure learning are techniques that can enhance the use of register. Students need to be aware of how register categories are formed and to learn how to review their repertoires with the selection of a register for a particular individual in mind. For example, Lisa and Caroline are role playing as a nurse (Lisa) and a variety of patients (Caroline). The task is for Lisa to use the appropriate register to each type of patient Caroline portrays. When the session is half over, the girls trade tasks so each has both expressive and receptive practice.

At this point, role-playing with a variety of register roles can be very informative. Students can benefit from the practice of choosing and using registers and from trading roles and responding to their register placements by others. For example, Mike and Angelo are practicing "reading" feedback from the instructor as they speak to her in various registers.

Do they understand what message she is sending them? Do they understand why she has reacted as she has when they speak to her in different ways? Do they relate their own tone of voice to her interpretation that they are rude, or know-it-alls, or demanding?

If a second language is involved, not only does register selection need examination, but the actual behavioral content of registers needs to be studied. Often parts of the verbal and nonverbal registers in the first language differ from the equivalent registers in English. For example, the child-to-teacher register in the Appalachian dialect does not allow children to establish and maintain eye contact with the teacher while being scolded, yet the comparable register in standard English requires that children look at the teacher during an interaction.

Behavioral Characteristics for Use of Register

The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Goal Model

This specially marked lesson plan shows how the stated goals of a particular lesson in this unit are embedded in the activities given for that lesson. In the following lessons, the relationship of the goals to the activities may be obvious or they may be enfolded in the procedure.

Activity: Why is the Teacher Angry?

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Lead a discussion in which the students remember comments they have made that caused the instructor to be angry **(GOALS 1 and 2).** Ask them to repeat the comment in the same tone of voice they used in the original situation **(GOAL 3).**

Examples:

1. Give me that paper!
2. I'm going to break your fingers!
3. Get out of my way!

Have the students discuss what they could have said in each situation that would have kept the communication amiable **(GOALS 1, 2, and 3).** Outline the discussion on poster board for easy reference.

Goal Model

Pragmatic Lesson Plans: Use of Register

Junior High School
- Why is the Teacher Angry?
- Teaching Someone to Play a Game
- Matching Register
- Role-Playing to Entertain Children
- What Do Your Parents Say That Pleases You?

Senior High School
- What Language Pleases Your Parents?
- Rewriting Plays
- Job Talk
- How Do You Talk to Different People?
- Recognizing Feelings

Second Language
- Changing Inflection/Stress Patterns
- Recognizing Requests and Demands
- What Does It Mean?
- Register of Complaint
- Inflection Patterns

PRAGMATIC LESSON PLAN: Junior High Register

Activity: Why is the Teacher Angry?

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Lead a discussion in which the students remember comments they have made that caused the instructor to be angry. Ask them to repeat the comment in the same tone of voice they used in the original situation.

Examples:

1. Give me that paper!
2. I'm going to break your fingers!
3. Get out of my way!

Have the students discuss what they could have said in each situation that would have kept the communication amiable. Outline the discussion on poster board for easy reference.

PRAGMATIC LESSON PLAN: Junior High Register

Activity: Teaching Someone to Play a Game

Materials: Card or board games

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Ask the students to bring in their two favorite card or board games for this lesson. The students need to be familiar with their games. Their task will be to explain how to play the game to others such as a grandparent, a parent, a peer, and a five-year-old sibling (as played by one of the other students or by the instructor). If the student is using inappropriate language for the age of the person, interrupt and ask the student to clarify the register. Be prepared to provide a well-known game for each age level, in case the students do not bring in games that are age-level appropriate.

PRAGMATIC LESSON PLAN: Junior High Register

Activity: Matching Register

Materials: Audiotape
Pictures of individuals in a variety of situations with different facial expressions

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Before the class, make an audiotape that includes a verbal expression to match each picture. Each expression should have a different intonation and stress pattern.

When the class meets, play the audiotape, stopping after each verbal expression. The students take turns identifying the picture that matches the expression they heard and explaining why it is an appropriate match.

Examples

1. "Oh, how cute!" (person with a puppy)
2. "Now, this is beautiful!" (person looking at a panoramic view)
3. "I'm so angry, I could scream!" (person looking at broken dishes on the floor)

To vary this activity, give each student a picture and ask them to write verbal expressions to match. When the task is completed, the students take turns showing the pictures and reading their expressions with appropriate intonation and stress.

PRAGMATIC LESSON PLAN: Junior High Register

Activity: Role-Playing to Entertain Children

Materials: Scripts of familiar children's stories

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Tell the students they are going to perform a children's play as a treat for a group of young children. Give them a choice of several familiar children's stories such as *Little Red Riding Hood, Goldilocks and the Three Bears,* or *Snow White and the Seven Dwarfs.* After selecting a story to role-play, the students decide who will play each character. As they practice their parts, provide input related to appropriate language use, intonation, and stress patterns. When the students are comfortable with their parts, they are ready to perform for a young audience.

PRAGMATIC LESSON PLAN: Junior High Register

Activity: What Do Your Parents Say That Pleases You?

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Lead the students in a discussion about comments that their parents have made that pleased them. Write the comments on the poster board.

Examples:

1. I am proud of you.
2. Your hair looks good.
3. Thank you for doing the dishes.
4. You may wear my new scarf.

Ask each student to think of at least five situations that they experienced in that week in which their parents' comments pleased them.

A variation on this plan could relate to teacher-student communication.

PRAGMATIC LESSON PLAN: Senior High Register

Activity: What Language Pleases Your Parents?

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Discuss language and comments that please parents and why a particular verbal expression or tone of voice is parent-pleasing. Write examples of these expressions on the poster board.

Examples:

1. Would you please help me?
2. Would you have time to iron my blouse?
3. Thank you for making my favorite dessert.
4. It was nice of you to come to my game.

Ask each student to think of at least five situations that week in which their parents seemed pleased by their communication.

PRAGMATIC LESSON PLAN: Senior High Register

Activity: Rewriting Plays

Materials: A short play
Paper and pencils

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Have the students rewrite the play, changing some of the characters, or portions of the plot, or both. Then they assign the parts to each other and perform their version. If the students do not use suitable language for the context and characters or have difficulty with intonation and stress, provide appropriate input.

To vary this activity, ask the students to perform the original play using intentional inappropriate register. For example, a strong, burly character could be portrayed as weak and nervous by changing the intonation and stress patterns.

PRAGMATIC LESSON PLAN: Senior High Register

Activity: Job Talk

Materials: 2 sheets of poster board (or other large writing surfaces) and markers

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

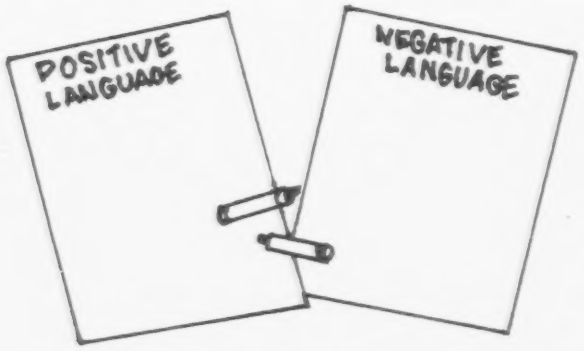
Instructions: Discuss language expressions that enhance job success. Mark one poster board "Positive Language" and the other "Negative Language." The students take turns suggesting an expression and evaluating it as positive or negative. Write each expression on one of the poster boards. Point out that even though the language may be positive, intonation and stress can create a negative expression. The students act out the suggested expressions with different intonations and stresses.

Examples of Positive Language:

1. May I help you?
2. I'm sorry, sir. We don't have any more cheesecake.
3. Would you like some more coffee, ma'am?
4. Would you please move your purse?

Examples of Negative Language:

1. Hey, man, don't touch that!
2. Move aside, sir. I'm coming through.
3. Well, EXCUSE me!
4. Are you guys ready to order?



PRAGMATIC LESSON PLAN: Senior High Register

Activity: How Do You Talk to Different People?

Materials: Poster boards (or other large writing surfaces) and marker
Paper and pencils

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Write one of the following on each poster board and on each sheet of paper:

1. Parent
2. Grandparent
3. Baby
4. Brother
5. Sister
6. Friend
7. Girlfriend
8. Boyfriend
9. Girlfriend's parent
10. Boyfriend's parent
11. Teacher
12. Principal

Give each student one of the papers. Ask the students to write some typical comments that they would say to the person designated on their papers. When the task is completed, the students take turns reading their comments with appropriate stress and intonation. Write their comments on the poster boards under the appropriate headings. After all the students have responded, discuss the comments, leading the students to make generalizations about the types of comments that promote successful communication.

PRAGMATIC LESSON PLAN: Senior High Register

Activity: Recognizing Feelings

Materials: Cards with statements showing stress and intonation cues

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Discuss the importance of recognizing others' feelings by listening to their intonation and stress. Point out that the words may not agree with the register and the intent. Then read the statements from the cards according to the stress and intonation cues. What do the students think you feel according to your stress and intonation?

1. This is FUN? (Soft voice with rising inflection, stressing "fun.")
2. You know I don't want this RICH chocolate candy!
3. You seem to have ALL the answers.
4. I want MORE?
5. STAY there!
6. Oh, be quiet. (Soft voice with a smile.)
7. You are SO bad. (Soft voice with a smile.)
8. Good morning. (Let your voice fall and don't smile.)
9. I hope you're happy. (Don't smile.)
10. I just HATE real scary movies. (Said eagerly.)

To vary this activity, read each statement several times with different stress and intonation each time. Ask the students what they think you are feeling with each reading.

PRAGMATIC LESSON PLAN: Second Language Register

Activity: Changing Inflection/Stress Patterns

Materials: Cards with declarative, negative, interrogative, and imperative sentences

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: The students take turns choosing and reading a sentence card, restating the sentence in the remaining modalities (as a declarative, negative, interrogative, and imperative sentence), and making any necessary changes in each one. If the student does not use appropriate intonation and stress, model the sentence and ask the student to repeat it.

Examples:

1. John's coat is on the floor.
   a. Is John's coat on the floor?
   b. John's coat is not on the floor.
   c. Put John's coat on the floor.
2. Does Becky ride the bus every day?
   a. Becky rides the bus every day.
   b. Becky doesn't ride the bus every day.
   c. Becky, you have to ride the bus every day.

PRAGMATIC LESSON PLAN: Second Language Register

Activity: Recognizing Requests and Demands

Materials: Audiotape of requests and demands

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: The students listen to an audiotape that has a variety of sentences. Some of these will be requests and others will be demands. Following each sentence, stop the tape and ask the students to identify it as a request or a demand. If the sentence was a demand, the students change it to a request and vice versa.

Examples:

1. Would you turn that over, please?
   Turn that over, now!
2. May I have more milk?
   Give me more milk!
3. Could you fix my car today?
   Fix my car, right now!

PRAGMATIC LESSON PLAN: Second Language Register

Activity: What Does It Mean?

Materials: Poster board (or other large writing surface) and markers

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: Write a sentence two or three times on the poster board. Indicate different inflections or stresses for each sentence. The students take turns reading the sentences according to the indicated inflections and stresses. As each sentence is read, discuss its full meaning with the students including the probable context of its occurrence.

Examples:

1. Ben WAXED the car.
2. Ben waxed THE car.
3. Fran is UNHAPPILY staying.
4. Fran IS unhappily STAYING.
5. Lance is not climbing up the TREE.
6. Lance is not CLIMBING up the tree.
7. Lance is not climbing UP the tree.
8. Carlos plays ball WELL.
9. CARLOS plays ball well.
10. Carlos plays BALL well.

PRAGMATIC LESSON PLAN: Second Language Register

Activity: Register of Complaint

Materials:
Situation cards
Tape recorder
Poster board (or other large writing surface) and markers

Pragmatic Goals: The student will

1. Use language appropriate to the context
2. Use language appropriate to people in the context (social status, age, sex, etc.)
3. Use intonation and stress appropriately

Instructions: The interaction in this lesson should be tape recorded.

The students take turns choosing a situation card and role-playing the situation with the instructor.

1. You bought a packaged shirt that was torn in the seam. Return it to the department store.
2. You received your bank statement and the balance was $500.00 less than your records indicate.
3. You received the bill for purchases you charged. The bill contained three charges you did not make.
4. Your insurance company denied payment on a medical claim that you thought was covered.
5. The food you ordered in a restaurant was cold when it was served to you.
6. You've been sitting in a restaurant for 15 minutes and no one has waited on you.
7. A clerk in a department store refused to help you find what you wanted because he was "too busy."

Following each performance, replay the tape and have the student analyze the language used as well as the intonation and stress patterns. On the poster board, make an outline of the students' comments relating to each of the three pragmatic goals given above for this lesson.

PRAGMATIC LESSON PLAN: Second Language Register

Activity: Inflection Patterns

Materials: Cards with sets of 4 sentences
Cards with single sentences

Pragmatic Goals: The student will:

1. Use language appropriate to the context.
2. Use intonation and stress appropriately.

Instructions: Give each student a card with 4 written sentences.

Examples:

1. Ann wants a new coat.
2. Ann wants a new coat?
3. Ann wants a new coat!
4. Ann doesn't want a new coat.

The students read each sentence with the proper inflection and stress. Give each student another card with one statement.

Example:

Liz is going out West.

The students take turns reading their single sentences aloud then restating the sentence three times, using different stresses and inflection patterns.

Single Sentences:

Barb enjoys skiing.

The cat wants to come in.

Billy won a bike.

It's raining.

The store is closed.

Dinner will be late.

Use of Syntactic Forms to Convey Pragmatic Information

Definition and Discussion

To understand the relationship between pragmatics and syntax, it is necessary to look at the role each plays in communication and to examine the interaction between them.

Syntax: This area of language was the first to be identified and studied and governs much of language production. Syntax technically means word order, but its meaning is generally extended to designate all aspects of language structures including morphology (word endings) and morpho-phonemics (the area where syntax and phonology meet). When children have achieved the level of development where they have ideas to express and words to express them with, they begin the process of learning to use adult syntax.

Pragmatics: The extralinguistic area most recently identified and currently being studied intensively is pragmatics. It encompasses the techniques individuals use to make language do what they want it to do. In the present context, pragmatics is concerned with syntax modifications and adaptations that give a message the desired impact.

The intersecting areas of syntax and pragmatics are closely related to the presuppositions held by the participants in a conversation. These areas represent the intent to streamline communication by eliminating redundancy and by coding specific information. This is accomplished by syntactic choices of the conversation participants, as illustrated in the following situations:

1. As soon as individuals recognize redundancy in language, they eliminate it. The use of co-joiners "and" and "but" allow deletion of redundant information. The message "John went to the store. Mary went to the store" is longer and more redundant than "John and Mary went to the store." The ways we use deletion are many and varied and are dictated by the situation and our sense of what is redundant in a given context. The commonality is the use of syntactic cuing to maintain the discourse organization.
2. Customary development of English sentences is noun phrase plus verb phrase, but the overriding pragmatic expectation is that old, or given, information comes first, followed by new information. This is the most important value in making language do what one has planned. Under certain conditions, this may necessitate syntactic modifications. A speaker who violates the given/new contract with the listener has an obligation to cue this deviation either syntactically or prosodically. Cuing keeps meaning clear and discourse organized.
3. A number of syntactic choices can be based on the speaker's presuppositions about what the listener already knows. Responsibility for using and responding to these conventions is shared by all parties in the conversation who must make allowances for new persons entering the conversation. These conventions include the use of pronouns, determiners, relative clauses, and adjectives. For example, in the sentence "My father bought a sailboat," the use of the noun phrase cues the presupposition that the listener does not know who the subject is. "He has always wanted to own one" illustrates the use of pronouns when the speaker's presupposition is that the listener now knows both the subject and object. However, if a new person comes into the conversation, the next speaker is expected to go back to the noun phrase "My father" for the newcomer's enlightenment. The commonality of these choices is the streamlining of dialogue by eliminating redundancy. They organize and clarify the intended communication.

Guidelines for Therapy

Problems with using syntax to carry pragmatic information are common in adolescents. Often they started school ill-equipped with language and they have had little practice. If one considers the hierarchy of communication development, these children may have developed some pragmatic skills and a degree of useful semantic ability. They may or may not have mastered the phonological system, but they are unlikely to have perfected their use of syntax in this pragmatic context.

Instruction in these strategies presents an ideal setting for teaching scaffolding, or the skeletal framework of the language. This involves the construction of an organizational scaffold upon which to place the strategies to be used in specific situations. It implies the specific teaching of chosen techniques and showing the structures they are used in. This academic understanding is then translated to linguistic use by providing experience, practice, and feedback suggested by the lesson plans in this book. For example, John has learned the reason and position on the scaffold for the relative clause. He uses these structures during the practice lesson, thus learning how they work. The clinician describes a specific picture by saying, "The man stole the box from the man." Then John uses relative clauses to make the sentence specific and to agree with the picture. He says, "The man, who is wearing the mask, stole the money box that he has in the bag from the man who worked at the cash register." By this kind of practice, the student will learn how to use syntactic forms to make language more specific.

In learning a second language, the basic format detailed in this section is a valid model. However, great care must be exercised in planning the therapy so no fundamental gaps exist in the English foundation. If the foundation is not complete, the new learning will crumble and fall apart. For example, before students can be taught to use pronouns related to pragmatic presuppositions, they should know the various types of pronouns and how to select the correct one. Often comparable information about the operation of the first language can be used to help a student understand the new language. Communication from adolescents and adults who fail to use syntax in this discriminative manner appears redundant, confusing, and often lacking in information. If the problem is identified and motivation is good, this type of pragmatic problem can be remedied.

Behavioral Characteristics for Use of Syntactic Forms

The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use coordination and embedding to delete redundant structures
6. Use referents appropriately in conversation
7. Use appropriate discourse connectors
8. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
9. Understand how and where syntactic streamlining strategies can be used

Goal Model

This specially marked lesson plan shows how the stated goals of a particular lesson in this unit are embedded in the activities given for that lesson. In the following lessons, the relationship of the goals to the activities may be obvious or they may be ensconced in the procedure.

Activity: And the Question Is . . .

Materials: Cards with questions preceded by the answer

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use referents appropriately in conversation

Instructions: Read an answer from one of the cards and ask the students to guess the question **(GOALS 1 and 2).**

Example:

Instructor: Driver's license
Student: What do you need to drive a car? **(GOALS 3 and 4)**

Instructor: Because I like it.
Student: Why do you eat candy? **(GOAL 5)**

When the students understand the game format, have them take turns making up answers while the other students try to guess the questions **(GOALS 1 and**

Goal Model

Pragmatic Lesson Plans: Use of Syntactic Forms to Convey Pragmatic Information

Junior High School
- And the Question Is . . .
- Sequencing Old and New Information
- Writing Ads
- Crossword Puzzle
- Cloze Technique I

Senior High School
- Describing Dentition
- Editing Skills
- Rewriting Song Lyrics
- Trivia Clauses
- Cloze Technique II

Second Language
- Deleting Redundant Information
- Constructing Relative Clauses
- Cloze Technique III
- Comparing Likenesses and Differences of Words
- Incorrect Analogies

PRAGMATIC LESSON PLAN: Junior High Syntactic Forms

Activity: And the Question Is . . .

Materials: Cards with questions preceded by the answer

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use referents appropriately in conversation

Instructions: Read an answer from one of the cards and ask the students to guess the question.

Example:

Instructor: Driver's license

Student: What do you need to drive a car?

Instructor: Because I like it.

Student: Why do you eat candy?

When the students understand the game format, have them take turns making up answers while the other students try to guess the questions.

PRAGMATIC LESSON PLAN: Junior High Syntactic Forms

Activity: Sequencing Old and New Information

Materials: Several cards—each with a different list of related sentences

Pragmatic Goals: The student will

1. Use grammar appropriate to the context
2. Order old and new information appropriately
3. Delete redundant information
4. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
5. Use appropriate discourse connectors
6. Understand how and where syntactic streamlining strategies can be used

Instructions: Each student chooses a card and sequences the sentences on that card correctly. Then the student combines the sentences, deleting redundant information, sequencing old and new information, and using appropriate discourse connectors. Students may need help sequencing information and ordering old and new information appropriately.

Examples:

1. The man missed his plane.
   The man drove slowly to the airport.
   The weather was foggy.
   (The man had to drive slowly to the airport because the weather was foggy. He missed his plane.)
2. We went to Radio City Music Hall.
   We went to the Statue of Liberty.
   We visited New York City.
   (When we visited New York City, we went to Radio City Music Hall and the Statue of Liberty.)
3. It began to rain.
   I got wet.
   I didn't have an umbrella.
   (When it began to rain, I didn't have an umbrella and got wet.)
4. The alarm didn't go off this morning.
   I forgot to wind the alarm clock.
   This morning, I was late for school.
   (I forgot to wind my alarm clock, so it didn't go off this morning, and I was late for school.)
5. My brother broke his leg.
   My brother rode his bike with "no hands."
   My brother fell off his bike.
   (When my brother rode his bike with "no hands," he fell off and broke his leg.)

PRAGMATIC LESSON PLAN: Junior High Syntactic Forms

Activity: Writing Ads

Materials: List of ads to be written for the newspaper

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use referents appropriately in conversation
6. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
7. Understand how and where syntactic streamlining strategies can be used

Instructions: Each student selects a newspaper-ad topic from the following list:

Bike for Sale
House for Sale
Lost Dog
Babysitting Service
Lawn Care

The students write several complete sentences that supply information for their ads. At this point, they do not write the ad, only the basic information.

Example:

Babysitting

I am 14 years old. I can work late afternoons, every night, and Saturday and Sunday. I will babysit for any age child. I have experience. My telephone number is 321-4567.

Then the students write an ad using their statements. The students may need help in making their ads concise.

Example:

—Work Wanted—Babysitting—

Experienced 14-year-old babysitter will care for any age child, late afternoons, evenings, and weekends. Phone: 321-4567.

PRAGMATIC LESSON PLAN: Junior High Syntactic Forms

Activity: Crossword Puzzle

Materials: A copy of a crossword puzzle for each student
A thesaurus

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use coordination and embedding to delete redundant structures
6. Use referents appropriately in conversation
7. Use appropriate discourse connectors
8. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
9. Understand how and where syntactic streamlining strategies can be used

Instructions: Give each student a crossword puzzle. The students take turns filling in the puzzle blanks and using the answers to practice making relative clauses.

Example:

Down 3. Cows graze
Answer: Pasture
Relative Clause Practice: A pasture, which is where cows graze, goes in 3 Down.

Assist the students when necessary with puzzle clues, use of the thesaurus, and making relative clauses.

PRAGMATIC LESSON PLAN: Junior High Syntactic Forms

Activity: Cloze Technique I (Jongsma 1971; Lopardo 1975; Schoenfeld 1980)

Materials: Grade-level reading material

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately

Instructions: The Cloze Test Procedure is a method used for estimating functional reading levels. It is adapted here for working on determiners to signal pragmatic information.

Step 1. Select a 300-word reading passage.

Step 2. Delete determiners and replace them with blanks.

Step 3. Give a copy of this adapted passage to each student.

Step 4. Ask the students to fill in the blanks with determiners that fit the context. If necessary, help them select appropriate determiners.

Example:

_____ man was walking down _____ street.
_____ man wore _____ trench coat and _____ brown hat.

PRAGMATIC LESSON PLAN: Senior High Syntactic Forms

Activity: Describing Dentition

Materials: Mirror
Dental chart of secondary dentition

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use referents appropriately in conversation
6. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions

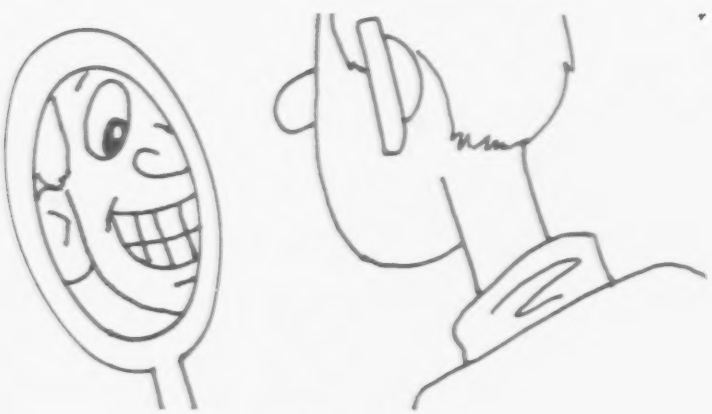
Instructions: The students examine their own mouths in the mirror and observe four essentially different kinds of teeth:

1. The four front teeth (incisors) are square and knife-like.
2. On each side of those are the canine teeth, which are single and pointed.
3. Next are larger teeth with hill-like projections (called cusps) on their surfaces.
4. Beyond the molars there may be additional molars, or wisdom teeth.

Use the dental chart to discuss teeth placement. Encourage the students to use relative clauses.

Example:

The tooth that is next to the incisor is the canine.



PRAGMATIC LESSON PLAN: Senior High Syntactic Forms

Activity: Editing Skills

Materials: Sample text to be edited
The Elements of Style (Strunk and White 1979)

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately in conversation
4. Delete redundant information
5. Use referents appropriately in conversation
6. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
7. Understand how and where syntactic streamlining strategies can be used

Instructions: Begin by reviewing elementary principles of composition. Chapter II in *The Elements of Style* is an excellent review.

Basic Principles of Editing

1. Make the paragraph the unit of composition.
2. Use the active voice.
3. Put statements in a positive form.
4. Omit needless words.
5. Express coordinate ideas in similar form.
6. Keep related words together.
7. Keep to one tense.
8. Do not overuse relative clauses.

Give the student written material that needs editing.

Sources of Practice Materials

1. The students write several paragraphs on a topic of their choice. Then they exchange papers and edit each other's material.
2. Ask the English teacher for themes written earlier in the semester by the same students or written by different students in an earlier semester.

PRAGMATIC LESSON PLAN: Senior High Syntactic Forms

Activity: Rewriting Song Lyrics

Materials: Lyrics to popular songs

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use appropriate discourse connectors
6. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions

Instructions: Give the students lyrics of their favorite songs. Ask them to rewrite the songs using correct grammar and implementing the six pragmatic goals listed above.

Example (simulated lyrics):

He don't moan no more.

He don't cry no more.

He gonna smile right out the door.

(He doesn't moan and cry anymore. He's going to smile right out the door.)

PRAGMATIC LESSON PLAN: Senior High Syntactic Forms

Activity: Trivia Clauses

Materials: Cards with trivia questions

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use coordination and embedding to delete redundant structures
6. Use referents appropriately in conversation
7. Use appropriate discourse connectors
8. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
9. Understand how and where syntactic streamlining strategies can be used

Instructions: Each student takes a turn drawing a card, reading the question, and answering it. The student then incorporates the question and answer in a single sentence containing a relative clause.

Examples:

1. What was the name of the dog in the *Wizard of Oz?*
   (The dog that was in the *Wizard of Oz* was Toto.)
2. Who assassinated President Lincoln?
   (The man who assassinated President Lincoln was John Wilkes Booth.)
3. What popular singer wears one glove?
   (The popular singer who wears one glove is Michael Jackson.)
4. Who directed the Indiana Jones movies?
   (The person who directed the Indiana Jones movies is Steven Spielberg.)
5. Who discovered electricity?
   (The person who discovered electricity was Thomas Edison.)
6. What is the smallest state in the United States?
   (The state that is the smallest is Rhode Island.)
7. What special treats are made with bananas and ice cream?
   (Banana splits, which are special treats, are made with bananas and ice cream.)

PRAGMATIC LESSON PLAN: Senior High Syntactic Forms

Activity: Cloze Technique II (Jongsma 1971; Lopardo 1975; Schoenfeld 1980)

Materials: Grade-level reading material

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use coordination and embedding to delete redundant structures
6. Use referents appropriately in conversation
7. Use appropriate discourse connectors
8. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
9. Understand how and where syntactic streamlining strategies can be used

Instructions: The Cloze Test Procedure is a method for estimating functional reading levels. As adapted here, it is an excellent technique for giving students practice on inferring meaning from context.

Step 1: Select a 300-word reading passage.

Step 2: Delete about every tenth word and replace each one with a blank.

Step 3: Give a copy of this adapted passage to each student.

Step 4: Ask the students to fill in the blanks with words that fit the context. If necessary, help the students select appropriate words.

PRAGMATIC LESSON PLAN: Second Language Syntactic Forms

Activity: Deleting Redundant Information

Materials: Cards listing statements that contain redundant information

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use referents appropriately in conversation
6. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
7. Understand how and when syntactic streamlining strategies can be used

Instructions: The students take turns choosing a card and restating the information to delete redundancies.

Examples:

1. I don't like winter.
   I don't like it because it's wet.
   I don't like it because it's cold.
   (I don't like winter because it's wet and cold.)
2. I lost my book.
   I lost my gym shoes.
   I lost my wallet.
   (I lost my book, gym shoes, and wallet.)
3. My father voted.
   My mother voted.
   My uncle voted.
   My aunt did not vote.
   (My father, mother, and uncle voted, but my aunt didn't.)
4. Mike got an A in geometry.
   John got an A in geometry.
   I did not get an A in geometry.
   (Mike and John got A's in geometry, but I didn't.)
5. I don't like to eat in that restaurant.
   That restaurant is not clean.
   The food in that restaurant is not good.
   (I don't like to eat in that restaurant because it's not clean and the food isn't good.)
6. That's my favorite video.
   I like it because it has a lot of action.
   I like it because the costumes are colorful.
   (That's my favorite video because it has a lot of action and the costumes are colorful.)

PRAGMATIC LESSON PLAN: Second Language Syntactic Forms

Activity: Constructing Relative Clauses

Materials: Clothing catalogs or clothing advertisements from newspapers
Real estate advertisements from newspapers

Pragmatic Goals: The student will

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Delete redundant information
3. Use referents appropriately in conversation
4. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
5. Understand how and where syntactic streamlining strategies can be used

Instructions: Show the students various advertisements. Ask each student to make three or more descriptive statements about each one. Then the student combines the statements into one sentence by using relative clauses and adjective embedding.

Examples:

1. The woman in the center photo has on a red dress.
   The dress has stripes.
   The dress has long sleeves.
   (The woman who has on a long-sleeve, red striped dress is in the center photo.)
2. The house is red brick.
   The house has a full basement.
   The house has two fireplaces.
   (This house that has a full basement and two fireplaces is made out of red brick.)

PRAGMATIC LESSON PLAN: Second Language Syntactic Forms

Activity: Cloze Technique III (Jongsma 1971; Lopardo 1975; Schoenfeld 1980)

Materials: Grade-level reading material

Pragmatic Goals: The student will:

1. Use all modalities (declarative, imperative, negative, and interrogative)
2. Use grammar appropriate to the context
3. Order old and new information appropriately
4. Delete redundant information
5. Use coordination and embedding to delete redundant structures
6. Use referents appropriately in conversation
7. Use appropriate discourse connectors
8. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions
9. Understand how and where syntactic streamlining can be used

Instructions: The Cloze Test Procedure is a method for estimating functional reading levels. It is adapted here for practice with personal pronouns and relative pronouns.

Step 1: Select a 300-word reading passage.

Step 2: Delete personal pronouns and relative pronouns and replace them with blanks.

Step 3: Discuss types of pronouns with the students.

Step 4: Give a copy of the adapted passage to each student.

Step 5: Ask the students to fill in each blank with the appropriate pronouns.

Personal Pronouns: I, you, he, she, it, we, they, me, him, her, us, and them

Relative Pronouns: who, which, that, and where

Example:

Three girls were walking down the street. _____ were wearing dresses _____ had yellow and white stripes. The girl _____ carried a large wide-brimmed hat was smiling. _____ was listening to the song _____ the other girls were singing.

PRAGMATIC LESSON PLAN: Second Language Syntactic Forms

Activity: Comparing Likenesses and Differences of Words

Materials: Lists of related word pairs

Pragmatic Goals: The student will

1. Use grammar appropriate to the context
2. Order old and new information appropriately
3. Delete redundant information
4. Use pronouns, articles, relative clauses, and adjectives to signal pragmatic information about presuppositions

Instructions: Give the students a list of word pairs. The meaning of the words in each pair should be similar but different in some aspect.

lake—ocean
pen—pencil
slacks—shorts
book—magazine
house—garage
run—walk
glass—cup
purse—wallet
soccer—football
comb—brush
beauty parlor—barber shop
talk—shout

The students discuss how the word meanings are alike and make several statements about these similar features. Then they explore how the meanings are different and develop several statements about these differing features.

Example:

pen—pencil

They are alike:

1. You write with them.
2. They have points.
3. They are long and slender instruments.

They are different:

1. You can erase a pencil's marks.
2. A pen is used for important documents.
3. A pencil has to be sharpened.

Have the students practice combining these statements through coordination clauses.

Example

A pen and pencil are alike because they both have points and are long, slender instruments used for writing. They are different because a pencil has to be sharpened while a pen's point is always ready to use. Also, a pen is used for signing important documents because you can erase a pencil's mark.

PRAGMATIC LESSON PLAN: Second Language Syntactic Forms

Activity: Incorrect Analogies

Materials: List of incorrect analogies

Pragmatic Goals: The student will

1. Use grammar appropriate to the context
2. Order old and new information appropriately
3. Delete redundant information
4. Use referents appropriately in conversation
5. Use pronouns, articles, relative clauses, and adjectives to signal old and new information
6. Understand how and where syntactic streamlining strategies can be used

Instructions: Before beginning this activity, the students may need practice identifying parts of speech and working with categories. Give the students a list of incorrect analogies.

1. Photograph is to camera as painting is to paper.
2. Car is to highway as ride is to bus.
3. Hand is to glove as shoe is to stocking.
4. Gasoline is to car as horse is to saddle.
5. Angel is to Santa Claus as firecracker is to Cupid.
6. Pencil is to letter as talking is to friend.
7. Calf is to cow as lion is to lioness.
8. Sugar is to sweet as lemons are to yellow.
9. Sister is to brother as uncle is to nephew.

The students correct each analogy and tell why it is wrong.

Example:

Red is to stop as green is to grass.

(Red is to stop as green is to go. Red is being compared to a verb while green is being compared to a noun.)

Effective Language

Definition and Discussion

The ultimate unstated goal of all language users is to be able to make language do what they want it to do. If the language is ineffective or counterproductive, the goal is not achieved or an undesired result is produced, causing the speaker to become confused and frustrated.

THE USES OF LANGUAGE

Effective language is mastered over time as the hierarchy of its development unfolds. Young children learn how to ask and answer questions and how to perform basic language functions (labeling, responding, requesting, etc.) (Dore et al 1974; Halliday 1975). Once they are able to communicate with these basic language functions, children begin to learn to incorporate them into more complete communication.

The single utterances and conversations of early childhood center on using basic sentences and on making language perform common communications such as greetings, asking for help, offering help, and giving information. These early utterances form a nucleus of effective language functions, and they greatly enhance the communicative power of their users.

As communicative competence grows, children build upon it, adding additional levels of functions they can make language perform such as categorizing information, expressing emotions, and telling stories. These abilities again raise the communicative level and are incorporated into all aspects of verbal interaction. Middle-grade children have generally learned to use language to do such things as persuade, disagree, speculate, and provide humor. By this point in development, a child's language has ceased being strictly utilitarian and is beginning to possess some style of its own. Considerable differences in achievements of the skillful language user, the adequate language user, and the individual who has never learned to use language effectively can be identified.

Normally achieving junior and senior high school students use language to perform abstract tasks. As they meet the abstract-language requirements of their increased communicative demands, they use language metalinguistically or metapragmatically to talk about talking, both literally and figuratively. They use language stylistically as they incorporate elements of style into language arts. They can focus on using many more subtle verbal elements and literary forms such as metaphors, similes, hyperboles, and alliteration. Adolescents with normally developing language weave it into the complex design of their daily lives. In adolescents with problems, language difficulties highlight areas of deficiency, pointing out all too graphically what these adolescents can and cannot do with their language. These more adult uses of language, whether effective or ineffective, will determine the expected successes of adult interpersonal interactions.

While the "language of the school" includes all aspects of communication within the school setting, the focus is associated with the pragmatics of reading. This area is highly specific. It interrelates all aspects of verbal communication with the reading and writing that are crucial for school success. By adolescence, students should have appropriate expectations of print and a regard for reading and writing as both flexible and prestigious ways of getting, giving, or sharing information. It is necessary that they understand the usefulness of reading and writing to the social processes of their adolescent years. They require a variety of effective reading strategies for use in any situation, and they need to see themselves as readers capable of using the written word effectively. As students become increasingly more competent, they will learn to incorporate higher-level literary forms and language uses into regular communication. This success leads to an improved self-concept, which in turn leads to more success, and so on.

APPROPRIATENESS OF LANGUAGE

A final aspect of effective language use is measured by its appropriateness. Inappropriate language fails to communicate its message because it is not seen as relating to the situation in ways that the culture demands. It falls outside the limits of acceptability and creates both attention to itself and failure. Conversely, appropriate communications operate smoothly within the culture and achieve desired results.

The appropriateness and politeness conventions require that the individual achieve a sufficient level of performance in five areas that are highly stylized in format and in demands made upon them (Grice 1975; Searle 1965; Hopper and Naremore 1978):

1. Be appropriate to the persons and place of the conversation
2. Be relevant to the persons and place of the conversation
3. Give sufficient information, but not too much, to the listener
4. Be sufficiently polite
5. Have sufficient truth value

When language has satisfied the politeness and appropriateness conventions and is employed to achieve desired goals, it meets the criteria for effective language use. When adolescents fall short of these goals, they require pragmatic therapy.

Guidelines for Therapy

Therapy for effective language use at the adolescent level must incorporate four basic tenets:

1. The student learns to recognize and understand the needs of the communicative situation. To teach this, clinicians present a variety of contexts and help students develop guidelines for understanding each one and the communication needs it presents. For example, the clinician sets up a context: "Mark is in a department store to explain that the record he bought is scratched and to get either a refund or a new record." Mark's task is to interpret the important aspects of the context and to decide on the best possible pragmatic interactions. If he fails to find an appropriate pragmatic interaction, the clinician will help him with it.
2. The student selects strategies appropriate for interactions in specific situations, explains how and where they can be used, and discusses what they can do. For example, Mark chooses an aggressive-manner strategy of demanding satisfaction from the store clerk. In helping Mark see what the most likely consequences of this approach are, the clinician may suggest a more diplomatic approach and help Mark evaluate the consequences. Following the establishment of the two choices, Mark is again urged to choose a strategy.
3. The student practices using appropriate target strategies and structures in the identified context. If the strategies work well, they should be reinforced. If they fail, the reasons for failure should be identified and a correction attempted. For example, having explored two possible strategies, Mark must practice following his chosen course of action and then be led to evaluate the results. He must be encouraged to practice until he can smoothly and effectively perform a chosen interaction at will.
4. Once appropriate strategies can be used effectively, the students focus on generalizing the activity to new contexts where the strategies can be appropriately used. This enables each student to get as much good as possible from each strategy. For example, Mark and other students working in the same activity must discuss situations, strategies, and results until they can identify situation features that make specific strategies work, outline a situation, and adapt a workable strategy.

In group settings, students can take various roles in the contexts, practice them, and trade roles so each gets the fullest understanding possible of the context.

Behavioral Characteristics for Effective Language

The student

1. Gives sufficient information
2. Gives and takes directions
3. Makes predictions
4. Gives cause and effect information
5. Uses language to make choices
6. Gives descriptions
7. Expresses desires, needs, feelings, or ideas
8. Provides sufficient politeness
9. Provides sufficient truth value
10. Asks for information
11. Asks for help
12. Offers help
13. Explains a problem
14. Tells a story
15. Gives names or labels to people or things
16. Uses language to pretend
17. Suggests a course of action
18. Disagrees verbally
19. Uses language for humor
20. Makes presuppositions
21. Uses language to console
22. Greets people
23. Uses metalinguistics (talks about talking)
24. Uses the school register
25. Uses pragmatics in reading
26. Uses figurative language
27. Understands and uses idioms appropriately
28. Uses language to persuade

Goal Model

This specially marked lesson plan shows how the stated goals of a particular lesson in this unit are embedded in the activities given for that lesson. In the following lessons, the relationship of the goals to the activities may be obvious or they may be ensconced in the procedure.

Activity: Talk Me Into It

Materials: Role-playing cards describing real-life situations in which a student has to persuade someone to do something

Pragmatic Goals: The student will

1. Give sufficient information
2. Give cause and effect informatio
3. Give descriptions
4. Provide sufficient truth value
5. Explain a problem
6. Tell a story
7. Use language to prete
8. Suggest a course of acti n
9. Use language to p

Instructions: The students take turns dra ing role-playing cards and acting out the assigned roles (**AL 7).** Each student practices persuading another individual to a decisio a course of action **(GOALS 1, 2, 3, 4, 5, 8, and 9).**

1. Talk your father int letting you have a motorbike.
2. Talk you tea her into postponing an exam because it conflicts with a baske l game.
3. Talk a frie into seeing a movie you want to see.
4. Talk ur mother into letting you have an advance on your llo ance.
5. Tal ur brother into letting you wear one of his shirts.
6. Talk neighbor into hiring you to do yardwork.
7. Talk your sister into lending you five dollars.
8. Talk your mother into letting you eat dinner before the rest of the family eats.
9. Talk your neighbors into letting you use their outdoor fireplace.
10. Talk a friend into helping you with your homework.

Example:

Instructor: OK, Jim, talk Brian into seeing a movie.

Jim: Let's go see *Indiana Jones and the Temple of Doom.*

Instructor: Now give Brian some reason why he should see the movie.

Jim: It's a great adventure movie.

Instructor: Tell him more. **(GOAL 6)**

Goal Model

Pragmatic Lesson Plans: Effective Language

Junior High School
- Talk Me Into It
- Soccer Rules
- Similes
- Computer Orientation
- Barrier Game—Convertible Toys

Senior High School
- Demonstration Speeches
- On-the-Job Communication Skills
- Mixed Proverbs
- Barrier Game—Geometric Shapes
- Volleyball Rules

Second Language
- Using the Dictionary
- Explaining Idioms
- Barrier Game—Following a City Map
- Traffic Laws
- Computer Orientation

PRAGMATIC LESSON PLAN: Junior High Effective Language

Activity: Talk Me Into It

Materials: Role-playing cards describing real-life situations in which a student has to persuade someone to do something

Pragmatic Goals: The student will

1. Give sufficient information
2. Give cause and effect information
3. Give descriptions
4. Provide sufficient truth value
5. Explain a problem
6. Tell a story
7. Use language to pretend
8. Suggest a course of action
9. Use language to persuade

Instructions: The students take turns drawing role-playing cards and acting out the assigned roles. Each student practices persuading another individual to a decision or a course of action.

1. Talk your father into letting you have a motorbike.
2. Talk your teacher into postponing an exam because it conflicts with a basketball game.
3. Talk a friend into seeing a movie you want to see.
4. Talk your mother into letting you have an advance on your allowance.
5. Talk your brother into letting you wear one of his shirts.
6. Talk a neighbor into hiring you to do yardwork.
7. Talk your sister into lending you five dollars.
8. Talk your mother into letting you eat dinner before the rest of the family eats.
9. Talk your neighbors into letting you use their outdoor fireplace.
10. Talk a friend into helping you with your homework.

Example

Instructor: OK, Jim, talk Brian into seeing a movie.

Jim: Let's go see *Indiana Jones and the Temple of Doom.*

Instructor: Now give Brian some reason why he should see the movie.

Jim: It's a great adventure movie.

Instructor: Tell him more.

PRAGMATIC LESSON PLAN: Junior High Effective Language

Activity: Soccer Rules

Materials: Poster board (or other large writing surface) and markers
Diagram or replica of a soccer field (Diagram Group 1974)

Pragmatic Goals: The student will

1. Give sufficient information
2. Give cause and effect information
3. Give descriptions
4. Provide sufficient truth value
5. Explain a problem
6. Give names or labels to people or things
7. Suggest a course of action
8. Use the school register
9. Use figurative language

Instructions: Involve the student in a discussion of the following soccer rules:

1. Soccer is a ball game played by two teams, each with eleven players. The object of the game is to put the ball into the opponent's goal. The winning team is the one that scores the greater number of goals.
2. The game is played in two halves of 45 minutes each.
3. The goalkeeper is the only player allowed to touch the ball with hands or arms.
4. A player may use any other body part to stop the ball, control it or pass it, move with it, or score. A player may use feet, head, thighs, or chest.
5. A goal is scored when the whole ball has crossed the foul line under the crossbar and between the goal posts.
6. The two captains toss a coin for choices of ends and the right to kick off.
7. When the referee blows the whistle to start the game, the team kicking off plays the ball from a stationary position on the center spot into the opponent's half.
8. Once play begins, the player taking the kick-off must not kick the ball again until it has been touched by another player.

The students describe various rules of the game, the playing field, and good sportsmanship in as much detail as possible. If a soccer field replica or diagram is available, various plays can be discussed. As the students discuss the rules, outline them on poster board. Then compare their rules to the official rules.

PRAGMATIC LESSON PLAN: Junior High Effective Language

Activity: Similes (Bush 1979)

Materials: Simile cards

Pragmatic Goals: The student will

1. Give sufficient information
2. Use language to make choices
3. Give descriptions
4. Use pragmatics in reading
5. Use figurative language such as metaphors and similes

Instructions: The students take turns drawing a card, using the simile on that card in a sentence, and explaining the simile.

1. The new teacher is as smart as a whip.
2. Her grandfather is as sharp as a tack.
3. We were busy as bees.
4. The children were as cozy as two bugs in a rug.
5. My aunt was as mad as a wet hen.
6. They were as warm as toast.
7. The house is locked as tight as a drum.
8. I'm as hungry as a bear.
9. That man is as sly as a fox.
10. My brother is as strong as a bull.
11. The guard was as cool as a cucumber.

Encourage the students to describe the simile in as much detail as possible. Ask the students to think of appropriate words that could be substituted for the last word of each simile.

PRAGMATIC LESSON PLAN: Junior High Effective Language

Activity: Computer Orientation

Materials: Computer
A beginner's computer guide such as the Apple IIe User's Manual

Pragmatic Goals: The student will

1. Give sufficient information
2. Give and take directions
3. Make predictions
4. Give cause and effect information
5. Use language to make choices
6. Give descriptions
7. Ask for information
8. Suggest a course of action
9. Use metalinguistics (talk about talking)

Instructions: The purpose of this activity is to involve the students in the use of beginning computer terminology (lexicon). If one or several students are computer-trained, they can explain lexical items to the other students. Otherwise, explore the computer and lexicon with the students. Discuss computer terminology, keyboard reference, hardware, peripheral devices (such as the printer), software disk operating systems, types of memory files, and computer language.

Encourage the students to discuss uses of the computer and help them use the terminology.

Beginning Computer Terminology

1. Processor—carries out sequence of instructions.
2. Main Memory—stores programs when they are being run.
3. Keyboard—the device for sending information to the computer. Its operation is similar to that of a typewriter keyboard.
4. Speaker—creates sound effects.
5. Display Device—a monitor (screen) for conveying information to the operator.
6. Disk Drive—reads and writes information on a magnetic disk as a tape recorder does.
7. Flexible Disks (often called floppy disks)—receive and communicate information. Disks are to a disk drive what tapes are to a tape recorder.

PRAGMATIC LESSON PLAN: Junior High Effective Language

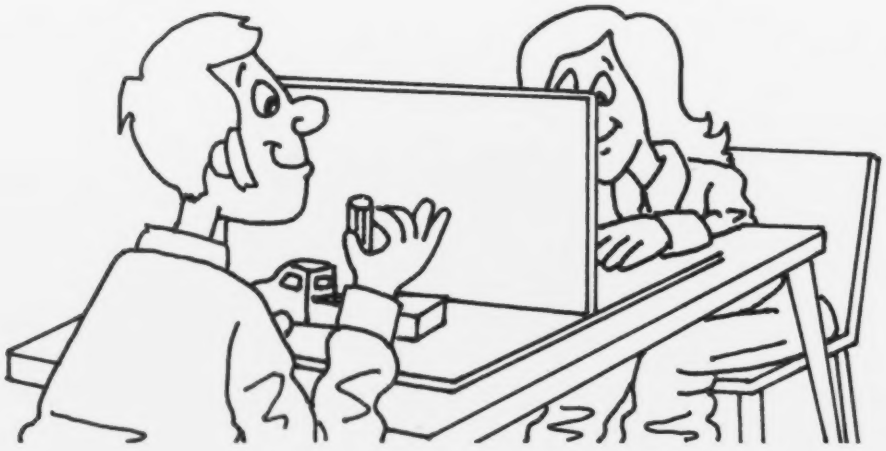
Activity: Barrier Game—Convertible Toys

Materials: Large blindboard, or barrier
Two identical toys that can be converted into another toy (robots, trucks, watches, etc.)

Pragmatic Goals: The student will

1. Give sufficient information
2. Give and take directions
3. Use language to make choices
4. Give descriptions
5. Provide sufficient truth value
6. Ask for information
7. Ask for help
8. Give names or labels to people or things

Instructions: Place the blindboard between two students so they cannot see each other's work area. Give the students identical convertible toys. One student (the speaker) gives step-by-step directions to the other student (the listener) for converting the toy into a different form. Encourage the speaker to describe directions in as much detail as possible. Encourage the listener to ask for help and clarification when necessary.



PRAGMATIC LESSON PLAN: Senior High Effective Language

Activity: Demonstration Speeches

Materials: Topic cards naming procedures for demonstration and explanation

Pragmatic Goals: The student will

1. Give sufficient information
2. Make predictions
3. Give cause and effect information
4. Give descriptions
5. Express ideas
6. Provide sufficient truth value
7. Offer help
8. Tell a story
9. Suggest a course of action
10. Make presuppositions

Instructions: Each student selects a topic card and prepares a short demonstration speech on the specified subject. Encourage the students to describe and demonstrate in detail all the steps of the procedure.

Suggested Topics:

Wash a car.
Give a dog a bath.
Swim or dive.
Do a magic trick.
Assemble a clarinet.
Dissect a frog.
Teach a dog a trick.
Decorate a cake.
Put in a contact lens.
Wax a pair of skis.

PRAGMATIC LESSON PLAN: Senior High Effective Language

Activity: On-the-Job Communication Skills

Materials: Role-playing cards describing job-related situations

Pragmatic Goals: The student will

1. Give sufficient information
2. Give cause and effect information
3. Give descriptions
4. Express ideas
5. Provide sufficient politeness
6. Offer help
7. Use language to pretend
8. Suggest a course of action
9. Disagree verbally
10. Use language to console
11. Greet people

Instructions: The students take turns selecting role-playing cards and acting out situations that might occur while working at a temporary job. The instructor or another student can role-play the customer or manager.

1. A customer accuses you of not giving the correct change.
2. A customer complains that the rest room is dirty.
3. A customer complains that the food is cold.
4. Your manager has scheduled you to work too many hours during exam week.
5. You need to ask your manager if you can exchange work shifts with another student employee.
6. You observe a fellow employee stealing money from the cash register.
7. A customer complains that a piece of metal was found in the hamburger.
8. A customer complains that the restaurant is cold.
9. You want to ask your manager for an hourly pay increase.
10. Your manager is annoyed with you for spending too much time on the telephone.

Be sure the students describe their situation adequately, greet people while role-playing, and respond with unexaggerated politeness.

PRAGMATIC LESSON PLAN: Senior High Effective Language

Activity: Mixed Proverbs

Materials: Cards with mixed proverbs

Pragmatic Goals: The student will

1. Give sufficient information
2. Use language to make choices
3. Give descriptions
4. Use language for humor
5. Use pragmatics in reading
6. Use figurative language such as metaphors and similes

Instructions: The students take turns drawing cards and figuring out what two proverbs have been combined.

Example:

Mixed Proverb: A penny saved is worth a bird in the bush.

Original Proverb 1: A penny saved is a penny earned.
Original Proverb 2: A bird in the hand is worth two in the bush.

Ask the students to explain the meaning of both proverbs. Students may enjoy making up their own humorous mixed proverbs.

Mixed Proverbs	*Original Proverbs*
A penny saved is worth a bird in the bush.	A penny saved is a penny earned.
A bird in the hand is a penny earned.	A bird in the hand is worth two in the bush.
Loose lips gather no moss.	Loose lips sink ships.
A rolling stone sinks ships.	A rolling stone gathers no moss.
All that glitters killed the cat.	All that glitters is not gold.
Curiosity is not gold.	Curiosity killed the cat.
A stitch in time deserves another.	A stitch in time saves nine.
One good turn saves nine.	One good turn deserves another.
Birds of a feather have big ears.	Birds of a feather flock together.
Little pitchers flock together.	Little pitchers have big ears.
A friend in need catches the worm.	A friend in need is a friend indeed.
The early bird is a friend indeed.	The early bird catches the worm.
An apple a day has a silver lining.	An apple a day keeps the doctor away.
Every cloud keeps the doctor away.	Every cloud has a silver lining.

PRAGMATIC LESSON PLAN: Senior High Effective Language

Activity: Barrier Game—Geometric Shapes

Materials: Large blindboard, or barrier
Paper and markers

Pragmatic Goals: The student will

1. Give sufficient information
2. Give and take directions
3. Use language to make choices
4. Give descriptions
5. Provide sufficient truth value
6. Ask for information
7. Ask for help
8. Give names or labels to people and things

Instructions: Place the blindboard between two students so they cannot see each other's work area. Give one student (the speaker) a design consisting of several geometric shapes. Give the other student (the listener) paper and markers. The speaker describes the shapes to the other student who tries to make a replica of the design. The listener has only the oral description as a guide. Encourage the speaker to describe the design in detail. Encourage the listener to ask for help and clarification when necessary.

PRAGMATIC LESSON PLAN: Senior High Effective Language

Activity: Volleyball Rules

Materials: Book on volleyball rules

Pragmatic Goals: The student will

1. Give sufficient information
2. Give cause and effect information
3. Give descriptions
4. Provide sufficient truth value
5. Explain a problem
6. Give names or labels to people and things
7. Suggest a course of action
8. Use the school register
9. Use figurative language such as metaphors and similes

Instructions: Discuss volleyball rules in detail with the students. Encourage as much participation as possible.

Volleyball Rules

1. All players must wear identical uniforms with numbers displayed clearly.
2. A player must serve the ball within five seconds after the official has blown the whistle and signaled the serve.
3. No part of the body is allowed to touch the net at any time.
4. A back row player is not allowed to spike the ball above the net.
5. No player is allowed to hit the ball twice in succession unless the first touch is a block.
6. If the ball hits either antenna, it is a side out.
7. A team must hit the ball over the net in three hits or less.
8. A player's foot may touch the center line, but if it completely crosses over the line it is considered a foot fault.
9. If a ball is trapped above the net between two opposing team members, it is a trapped ball and the point is replayed.
10. A player may not reach over the net to play a ball before the opposing setter has a chance to set the ball.

PRAGMATIC LESSON PLAN: Second Language Effective Language

Activity: Using the Dictionary

Materials: A dictionary

Pragmatic Goals: The student will

1. Give sufficient information
2. Give and take directions
3. Use language to make choices
4. Give descriptions
5. Ask for information
6. Explain a problem

Instructions: Each student receives four short lists of words, each in an activity category for dictionary practice. Students take turns reporting on their words according to the assigned activity.

Activities

Look up correct spelling.

Explain etymology.

Determine roots, suffixes, prefixes, etc.

Select the definition that best fits the use of the word in context.

PRAGMATIC LESSON PLAN: Second Language Effective Language

Activity: Explaining Idioms

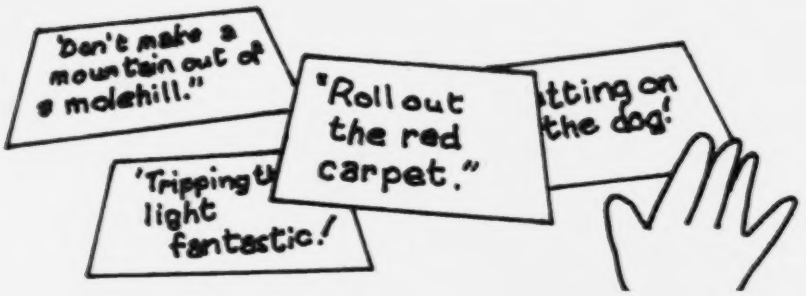
Materials: Idiom cards
Idiomatic expressions (Bush 1979; Barad 1984; Idioms 1983)

Pragmatic Goals: The student will

1. Give sufficient information
2. Make predictions
3. Give cause and effect information
4. Use language to make choices
5. Give descriptions
6. Use language for humor
7. Use pragmatics in reading
8. Use figurative language such as metaphors and similes
9. Understand and use idioms appropriately

Instructions: The students take turns drawing an idiom card, using the idiom in a sentence, and explaining its meaning. Encourage the students to define the idioms in as much detail as possible. For a humorous twist, contrast literal and figurative meanings.

break the ice	chew the fat
bury the hatchet	save your breath
give yourself away	get your goat
on the ball	frog in your throat
bite the dust	a heart of gold
beat around the bush	get the ball rolling
set your heart on fire	read between the lines
take a back seat	let off steam



PRAGMATIC LESSON PLAN: Second Language Effective Language

Activity: Barrier Game—Following a City Map

Materials: Large blindboard, or barrier
2 large identical city maps

Pragmatic Goals: The student will

1. Give sufficient information
2. Give and take directions
3. Use language to make choices
4. Give descriptions
5. Provide sufficient truth value
6. Ask for information
7. Ask for help
8. Give names or labels to people or things

Instructions: Place the blindboard between two students so they cannot see each other's work area. Give the students identical city maps. One student (the speaker) gives detailed directions for traveling between two points in the city. The other student (the listener) follows the route given. Encourage the speaker to give specific directions. Encourage the listener to ask for help and clarification when necessary.

Example of Speaker's Directions:

Start at the corner of Elm and Main.
Go south three blocks.
Turn right on Wilmont.
Go to the park and turn left.
Go straight at the next intersection.
Go one block more.
Where are you?

PRAGMATIC LESSON PLAN: Second Language Effective Language

Activity: Traffic Laws

Materials: Driver education manual

Pragmatic Goals: The student will

1. Give sufficient information
2. Give descriptions
3. Use language to make choices
4. Explain a problem
5. Ask for information
6. Give and take directions
7. Use figurative language such as metaphors and similes

Instructions: Discuss traffic signs and laws with the students, including speed limits and safe driving tips. If possible, have pictures or replicas of traffic signs to display.

PRAGMATIC LESSON PLAN: Second Language Effective Language

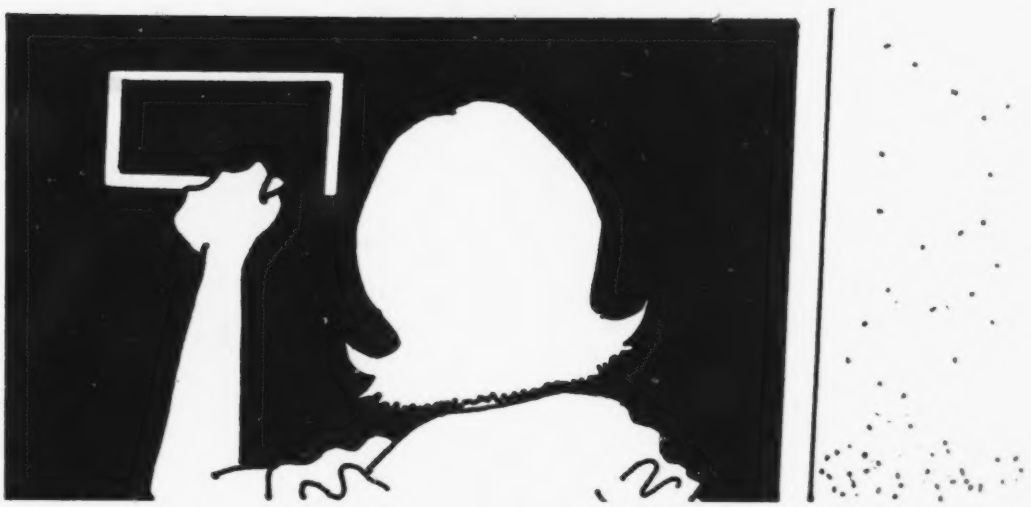
Activity: Computer Orientation

Materials:
Computer
A beginning computer guide such as the Apple IIe Owner's Manual
Poster board (or other large writing surface) and markers

Pragmatic Goals: The student will

1. Give sufficient information
2. Give and take directions
3. Make predictions
4. Give cause and effect information
5. Use language to make choices
6. Give descriptions
7. Ask for information
8. Suggest a course of action
9. Use metalinguistics (talk about talking)

Instructions: The purpose of the activity is to give students the opportunity to explain the actual design of a computer system. After the students have had an opportunity to examine the manual, ask them to explain the various capabilities of a computer. Have them draw parts of a computer on the poster board. They can take turns explaining the computer process from input/keyboard and disk drive through memory and output.



Nonverbal Communication

Definition and Discussion

The broad topic of pragmatics comes from earlier works in Semiotics (Peirce 1932; Bates 1976) that dealt with the entire range of nonverbal communication. At various times this area has been divided into three general categories: linguistic pragmatics, kinesics, and proxemics.

PRAGMATICS

Linguistic pragmatics includes all areas of the spoken message: the utterance itself, the register, and the prosody of the utterance. Prosody, or paralanguage, plays a major role in enabling the listener to interpret the message and to identify the feelings of the speaker (Communication Research Associates 1983). These aspects of the spoken message must be produced appropriately and coordinated with each other for most effectiveness.

KINESICS

This area, which is culturally derived, emphasizes the way in which humans use their bodies in communication. It incorporates identification of the messages transmitted by various body attitudes and ways they can be modified to transmit desired messages more accurately (Birdwhistell 1970). This kind of communication, often called body language, makes statements that must be consistent with the accompanying verbal language if the total message is to be effective.

PROXEMICS

The role of proxemics in communication may be less well-defined than the other two areas. Nevertheless, it plays an important part in the individual's ability to be effective in face-to-face communication. This area relates to the territorial map each of us constructs and the amount of space on that map we claim as our personal space. It governs the respect we show for the personal space of others and the way we react when others violate our space (Wood 1976; Hall 1959). Americans claim a personal zone around their bodies of 2 to 2½ feet. While they may welcome some intrusions into this space, they tend to react negatively to any unwanted encroachments (Communications Research Associates 1983). Although the amounts of personal space vary considerably from culture to culture, the existence of the personal zone is universal.

Uses of Nonverbal Communication

When all areas of nonverbal pragmatics are operating smoothly and when the nonverbal messages transmitted or received by each communicator are in agreement, they may go largely unnoticed. It is only when the messages become garbled and confused and communication fails to do what was intended that we begin to examine them. Often all parties to such a failed communication depart in frustration, confusion, or anger, never really understanding what happened. On the other hand, the skilled communicator can look critically at each area and identify exactly what happened. This individual will often be in a position to help others understand where the areas of misunderstanding are and how to work around them.

Like nearly every other aspect of pragmatics, nonverbal language depends heavily on the presuppositions that principles in the conversation are able to make. Faulty presuppositions result in inappropriate utterances, prosody, body language, or uses of personal space. Correct presuppositions result in appropriate and effective communications.

Guidelines for Therapy

The majority of nonverbal pragmatic therapy for adolescents is at a fairly sophisticated level. Adolescents have, by this time, progressed through the early developmental stages of all areas. However, their failures continue to separate them from their more normal peers and do not contribute to successful communications. Hence they have little or no base upon which to construct additional learning.

The adolescent can approach the task of learning to use nonverbal communication in an organized manner. The first step is to be guided into identifying the areas that are causing problems. Once these have been identified, the second step is to learn a variety of strategies for regulating them.

PROSODY

Students who have problems with language inflection must learn to handle stress, pitch, and juncture appropriately. They must learn how these are coordinated into the inflectional patterns of the language. This effort can often be enhanced by using language patterning in conjunction with the lesson plans in this book. For example, Amy needs to use prosody to enhance her utterances. As she learns to identify stress patterns, pitch contours, and juncture markers, she will begin to understand the power these markers can have. Amy can then concentrate on learning to use them specifically to add an important dimension to her verbal production.

KINESICS

People typically accompany their vocal language with spontaneous body language. When they are compatible, the communication is strengthened, but a difference in body language and verbal message confounds the meaning. The student remediating this area must understand the nature of the message and practice choosing and executing appropriate body language. For example, Mary Ann can learn what kinds of postures indicate interest in what someone is telling her and can then practice communicating this interest. Put to practical use, increased eye contact will help express her interest in what Steve is saying, perhaps increasing the chances that he will ask her to the dance.

PROXEMICS

This problem may be less often noted in the adolescent population than the others we have discussed. This is true partially because the specific facts of personal space are factors in adolescents' learned culture. As such, they receive immediate and consistent external feedback. Learning in this area can be directed toward understanding personal space and internalizing rules for observing it. For example, Paula is working in a day-care center for young Spanish-speaking children. It is important for her to know that the size of the personal zone the children recognize is considerably smaller than her own for two reasons. First, young children claim a smaller zone than adults, and second, members of Spanish-speaking cultures claim a significantly smaller personal zone than is traditionally practiced in the United States. Paula's understanding of these facts can be critical to her success in relating to her small charges.

PRESUPPOSITIONS

While not a consistent causative factor, faulty presuppositions appear to elicit inappropriate interactions in a number of individuals. To address family members, teachers, and strangers appropriately, young children have to learn what not to presuppose about their listeners. Therapy that enables students to use presuppositions accurately entails learning factual knowledge about various speaking contexts and being able to place themselves in the position of the other participants in the conversation. Students can then benefit from a variety of experiences based on what other participants know or think. Forming presuppositions can be structured, and guidelines can be established for their use. This will strengthen both verbal and nonverbal pragmatics. For example, Ellie can expect her own family members to know about her birthday party. When she talks to them she can assume this as shared knowledge. She needs to learn that when she meets new people and wants to tell them something about her party, she must give more information than she would give to her brother. She has to learn how to assess what she can presuppose from each individual and situation and how to incorporate this knowledge into her language. Once she has learned this, the lessons in this book offer valuable practice material for strengthening her new insights.

Behavioral Characteristics for Nonverbal Communication

The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Understand the parameters of personal space
4. Sequence gestural communications to conform to the context
5. Use verbal language and nonverbal communication to present compatible messages
6. Use appropriate prosody (suprasegmentals)

Goal Model

This specially marked lesson plan shows how the stated goals of a particular lesson in this unit are embedded in the activities given for that lesson. In the following lessons, the relationship of the goals to the activities may be obvious or they may be enhanced in the procedure.

Activity: Messages Given by Various Body Parts

Materials: Poster board (or other large writing surface) and ma

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages

Instructions: Use a specific body part to convey a m **(GOAL 1).** The students give their interpretations of the m **AL 2).** List their interpretations on the poster board.

Examples:

1. Tilt your head and p our eyebrows inward (curiosity) **(GOAL 1).**
2. Raise your eyeb narrow the space between them (disbelief) **(GOAL**
3. Avoid eye co uneasy, lacking confidence) **(GOAL 1).**
4. Fold your ar (cl sed attitude) **(GOAL 2).**
5. Ope rms (openness) **(GOAL 2).**
6. Lo r yo oulders and chest (rejection) **(GOAL 2).**
7. Rais our s oulders and chest (self-confidence) **(GOAL 2).**
8. Touch another person (warmth, affection) **(GOAL 2).**

Goal Model

Pragmatic Lesson Plans: Nonverbal Communication

Junior High School
- Messages Given by Various Body Parts
- Emphasize Your Language
- Comic Strips
- Color Affects Your Mood
- What Are the Words?

Senior High School
- Charades
- Design a Room for Communication
- Signs of Anger
- Silent Movies
- Pantomime Pictures

Second Language
- Questions Without Words
- Recognizing Environmental Signs
- Are They Listening?
- Physical Appearance Communicates
- Nonverbal Messages—Easy and Hard

PRAGMATIC LESSON PLAN: Junior High Nonverbal Communication

Activity: Messages Given by Various Body Parts

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages

Instructions: Use a specific body part to convey a message. The students give their interpretations of the message. List their interpretations on the poster board.

Examples:

1. Tilt your head and pull your eyebrows inward (curiosity).
2. Raise your eyebrows or narrow the space between them (disbelief).
3. Avoid eye contact (uneasy, lacking confidence).
4. Fold your arms (closed attitude).
5. Open your arms (openness).
6. Lower your shoulders and chest (rejection).
7. Raise your shoulders and chest (self-confidence).
8. Touch another person (warmth, affection).

PRAGMATIC LESSON PLAN: Junior High Noverbal Communication

Activity: Emphasize Your Language

Materials: Cards with single statements

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Understand the parameters of personal space
4. Sequence gestural communication to conform to the context
5. Use verbal language and nonverbal communication to present compatible messages

Instructions: The students work in pairs. Each pair takes a turn choosing a statement card and role-playing the statement on that card:

1. I said I don't want to go!
2. You are so precious!
3. That movie was terrific!
4. Are you crazy?
5. I'm too exhausted to care.
6. Hurry, I can't hold this door forever!
7. You're standing on my foot!
8. My back is killing me.
9. I'm not interested in any more magazines.
10. I don't want to go to the dance with you!

If the students lack appropriate gestures and body language to emphasize and reinforce the meaning of their statements, prompt them or interrupt the role-playing to analyze what is needed. Following each interaction, ask the students to discuss the gestures and body language that were associated with various emotions.

PRAGMATIC LESSON PLAN: Junior High Nonverbal Communication

Activity: Comic Strips

Materials: Comic strips without any words

Pragmatic Goals: The student will

1. Understand nonverbal messages
2. Sequence gestural communication to conform to the context

Instructions: Use comic strips that do not have word balloons or cut off the word balloons. Give each student a different comic strip or use a single comic strip in an overhead projector. The students supply the missing dialogue, using the nonverbal cues in the comic strip. Ask the students why they chose that particular dialogue.

PRAGMATIC LESSON PLAN: Junior High Nonverbal Communication

Activity: Color Affects Your Mood

Materials: Magazines, paper, scissors, glue

Pragmatic Goals: The student will

1. Understand nonverbal messages
2. Sequence gestural communication to conform to the context

Instructions: The students make a scrapbook of pictures in which colors depict moods. Have the students analyze the mood set in the pictures by colors. Discuss generalizations that can be made about how color affects the mood of an individual. Ask the students if the colors they are wearing influence their present moods. Did their moods influence the clothes they choose to wear? Ask the students what images or events these colors suggest:

white	orange	red
blue	yellow	pink
black	green	gray

Ask the students what colors we associate with the following and why:

weddings	Christmas	autumn
little girls	winter	funerals
summer	little boys	Thanksgiving
midnight	birthdays	anger
happiness	Halloween	4th of July
hospitals	seashore	St. Patrick's Day

PRAGMATIC LESSON PLAN: Junior High Nonverbal Communication

Activity: What Are the Words?

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Understand nonverbal messages
2. Sequence gestural communication to conform to the context
3. Use appropriate prosody (suprasegmentals)

Instructions: On the poster board, write several sentences that have a variety of syllable structures and inflection patterns. Using a humming voice or nonsense syllables, express the inflection pattern of one of the sentences. The students must match your hummed inflection with a written sentence.

Examples:

1. The boy fell while skiing down the hill.
   da da da, da da-da da da da.
2. Are you coming home?
   da da da-da da?
3. I need more money!
   da da da da-da!
4. He looks ravenous.
   da da da-da-da.

PRAGMATIC LESSON PLAN: Senior High Nonverbal Communication

Activity: Charades

Materials: Cards specifying the titles of books, songs, movies, TV programs, etc.

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Understand the parameters of personal space
4. Sequence gestural communications to conform to the context

Instructions: Review traditional basic gestures and category gestures for playing Charades. Divide the students into groups and have each player draw a card. Allow each player three minutes to communicate the title to the group. The players use traditional gestures to represent the title category (book, movie, etc.), to specify the number of words, to indicate which word they will demonstrate, and to disclose the number of syllables that the word contains. Then the word is acted out.

Following each player's performance, critique the positive aspects of the nonverbal communication and give suggestions for improved communication.

PRAGMATIC LESSON PLAN: Senior High Nonverbal Communication

Activity: Design a Room for Communication

Materials: Poster boards (or other large writing surfaces) and colored markers

Pragmatic Goals: The student will

1. Understand nonverbal messages
2. Understand the parameters of personal space
3. Sequence gestural communication to conform to the context

Instructions: Give each student a poster board and markers. Ask them to draw a room designed to enhance communication. They must consider the following:

Size of the room
Arrangement of the furniture
Color of the walls
Amount of light
Temperature of the room
Allotment of space between people

Each student should explain why these factors enhance communication in their particular design.

PRAGMATIC LESSON PLAN: Senior High Nonverbal Communication

Activity: Signs of Anger

Materials: Poster board (or other large writing surface) and marker

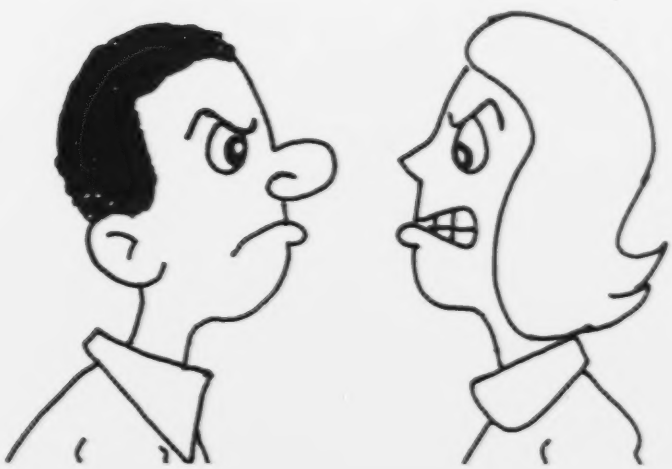
Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Understand the parameters of personal space
4. Use verbal language and non-verbal communication to present compatible messages

Instructions: Lead a student discussion about communication situations in which another person became angry with them. Ask the students to give specific information about the nonverbal communication that accompanied the verbal comments. List these nonverbal messages on the poster board.

Examples:

1. Shaking head "No"
2. Increasing vocal loudness
3. Moving closer into your personal space
4. Frowning
5. Drumming fingers on a table



PRAGMATIC LESSON PLAN: Senior High Nonverbal Communication

Activity: Silent Movies

Materials: Silent movies or filmstrips

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Sequence gestural communication to conform to the context

Instructions: Show the students a short silent movie or a filmstrip. Periodically through the viewing, stop the projector and ask the students to supply the missing dialogue. Several students may have different responses. Ask them to explain what nonverbal messages influenced their responses.

For variation, ask one student to respond for one character, and another student to respond for a different character. Suggest that responses be given on the basis of facial expressions alone, then on the basis of stance and gesture, and finally both together. Discuss differences and similarities of interpretations.

PRAGMATIC LESSON PLAN: Senior High Nonverbal Communication

Activity: Pantomime Pictures

Materials: Magazine pictures

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Sequence gestural communication to conform to the context

Instructions: The students take turns pantomiming a magazine picture without showing the picture. The other students guess what is happening in the picture. After the pantomime, show the picture to confirm the accuracy, or lack of accuracy, of their response.

PRAGMATIC LESSON PLAN: Second Language Nonverbal Communication

Activity: Questions Without Words

Materials: Cards specifying questions visitors can ask in foreign countries by gestures

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Sequence gestural communication to conform to the context

Instructions: The students take turns drawing a card and asking their questions by gestures only. The other students take turns gesturing their responses. When necessary, provide help in deciding what gestures are appropriate. Be sure the students understand why certain gestures are used.

Questions:

1. Where is the restaurant?
2. Do you make scrambled eggs?
3. Where is the rest room?
4. May I have something to drink?
5. Where is the ocean?
6. Where are the tennis courts?
7. Where is the bus stop?
8. Do you take travelers' checks?
9. Where do I pay for this?
10. What time is it?
11. Where can I get my hair cut?
12. How does the telephone work?

PRAGMATIC LESSON PLAN: Second Language Nonverbal Communication

Activity: Recognizing Environmental Signs

Materials: Pictures of nonverbal environmental signs (available from state highway departments and organizations for handicapped individuals)

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages

Instructions: Show a variety of pictures of nonverbal environmental signs and have the students take turns identifying them. Following each response, ask the students to tell where the sign would be located or when it would be used.

Examples:

1. Rest room signs
2. Traffic signs
3. Highway signs
4. Gestures:
   Index finger to lips ("Quiet.")
   Hand extended outward ("Stop.")
   Thumb up ("Yes.")
   Thumb down ("No.")

PRAGMATIC LESSON PLAN: Second Language Nonverbal Communication

Activity: Are They Listening?

Materials: Poster board (or other large writing surface) and marker

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Understand the parameters of personal space

Instructions: The students discuss nonverbal communication that signals a person has stopped listening. As the students state their ideas, list them on the poster board.

Examples:

1. Shaking head "Yes" when a negative statement has been made
2. Leaning back in a chair
3. Losing eye contact
4. Crossing arms in defense
5. Sitting with legs crossed

PRAGMATIC LESSON PLAN: Second Language Nonverbal Communication

Activity: Physical Appearance Communicates

Materials: Pictures of individuals with distinctly different physical appearances and clothing

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Understand nonverbal messages
3. Sequence gestural communication to conform to the context

Instructions: Show a picture of a person to the students. Ask them what they think that person is like and why they think so. Encourage the students to give specific, detailed reasons for their perceptions.

Picture Examples:

1. Scowling woman with gray hair in a bun, wearing glasses and a calf-length dress
2. Man with blond hair, wearing glasses and a three-piece suit, and carrying a briefcase
3. Teenage girl with long blonde hair, barrettes, and orthodontic braces, wearing a bikini
4. Woman wearing a black judicial robe
5. Man wearing a military uniform

PRAGMATIC LESSON PLAN: Second Language Nonverbal Communication

Activity: Nonverbal Messages—Easy and Hard

Materials: Cards with simple statements or questions

Pragmatic Goals: The student will

1. Use appropriate eye contact
2. Use nonverbal messages
3. Understand the parameters of personal space
4. Sequence gestural communication to conform to the context

Instructions: The students take turns drawing a card and silently acting out the statement or question on the card:

1. I love you.
2. Come over here.
3. What's your name?
4. This looks beautiful.
5. Bring the car at 5:00.
6. I want to rent a bicycle.
7. Do you have anything to eat?
8. May I use your phone?
9. Do you have any catsup?
10. Are you a doctor?
11. I need a pencil.
12. What time does the bus come?

The purpose is to get the message across without using any verbalizations. The other students try to guess what the message is on the card. Then the students categorize the message as "easy" or "hard."

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